DOCUMENT RESUME

ED 114 674 CE 005 756

AUTHOR Mezirow, Jack
TITLE Evaluating Statewide Programs of Adult Basic Education: A Design With Instrumentation.
INSTITUTION Columbia Univ., New York, N.Y. Center for Adult Education.
PUB DATE 75
NOTE 152p.

EDRS PRICE MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS *Adult Basic Education; *Adult Education Programs; Adult Students; Educational Objectives; *Evaluation Methods; Inservice Teacher Education; Instruction; Interagency Cooperation; Personnel; Program Evaluation; *Questionnaires; Recruitment; State Programs
IDENTIFIERS Iowa; *Perspectives Discrepancy Assessment

ABSTRACT

Designed to assist evaluators of statewide programs for Adult Basic Education (ABE), the document presents a perspectives discrepancy assessment approach. The evaluation design and instrumentation presented were used to evaluate ABE programs in Iowa, and this effort is described, together with suggestions for adapting the Iowa design to fit other Statewide programs. Six major areas of decision making are identified, with specifics showing how to analyze questionnaire data in terms of expectations and current practice: (1) goal setting, (2) instruction, (3) recruitment of students, (4) staffing, (5) in-service education for staff development, and (6) collaboration. An extended analysis examines students and staff. The instruments used in Iowa are included: evaluation committee and ABE coordinator questionnaires, covering the six major areas of decision making; teacher questionnaire, form A involving intended practice, form B involving current practice; student questionnaire, seeking student opinions about their classes; adult education director questionnaire; learning center coordinator questionnaire; Department of Public Instruction questionnaire; and co-sponsor questionnaire, involving the organization with which the ABE program co-sponsors classes. The evaluation methodology is flexible, and suggestions are made for revision of instruments and the limitation to one or more of the six areas of decision making. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114674

EVALUATING STATEWIDE PROGRAMS OF ADULT BASIC EDUCATION

A Design with Instrumentation

Jack Mezirow
1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 005 756

CENTER FOR ADULT EDUCATION
Teachers College Columbia University

CONTENTS

		Page
Part I	STRATEGY AND TACTICS	
	Perspectives Discrepancy Assessment	1
	Overview of ABE in Iowa	3
	Procedures	5
	Analysis	8
	Adapting the Iowa Design and Instruments	12
Part II	AREAS OF ANALYSIS	
	Goal Setting	16
	Instruction	19
	Recruitment	21
	Staffing	22
	In-Service Education	26
	Collaboration	30
	Extended Analyses	32
Part III	INSTRUMENTATION	Color Code
	Evaluation Committee Questionnaire	green
	ABE Coordinator Questionnaire	salmon
	Teacher Questionnaire (Form A & B)	blue
	Student Questionnaire	yellow
	Adult Education Director Questionnaire	olive green
	Learning Center Coordinator Questionnaire	pink
	DPI Representative Questionnaire	orange
	Co-Sponsor Questionnaire	beige

Part I

STRATEGY AND TACTICS

Perspectives Discrepancy Assessment

This publication is designed to assist those who would evaluate statewide programs of Adult Basic Education (ABE) using the perspectives discrepancy assessment approach. This methodology was developed by a research team at the Center for Adult Education, Teachers College, Columbia University, after two years of national field studies of ABE and several questionnaire surveys. The foundational study is reported in the book, Last Gamble on Education: Dynamics of Adult Basic Education.* A year of additional development and field testing went into the evolution of the evaluation design and instrumentation for local programs as originally formulated in An Evaluation Guide for Adult Basic Education Programs.** In 1975 the approach was further developed by the Center to evaluate the Adult Basic Education program in the state of Iowa.*** This effort provides a model and instrumentation which may be easily adapted to other statewide programs.

Six major areas of decision making have been identified in ABE programs: recruitment, staffing, instruction, staff development, collaboration, and goal setting. The plan for the Iowa evaluation called for adapting instruments from the Guide to establish program effectiveness in these six areas. The strategy of perspective discrepancy assessment calls

---

*Mezirow, Jack, Gordon Darkenwald, and Alan Knox. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

**Knox, Alan, Jack Mezirow, Gordon Darkenwald, and Harold Beder. New York: Center for Adult Education, Teachers College, Columbia University, 1974.

***Mezirow, Jack, Gordon Darkenwald, and Harold Beder. An Evaluation of Adult Basic Education in the State of Iowa. Vols. I and II. New York: Center for Adult Education, Teachers College, Columbia University, 1975.

for analyzing two dimensions of congruence: (1) discrepancies between the expectations of those involved in the program and current practice, and (2) discrepancies among the expectations of those most directly involved in policy formulation and program implementation. Expectations are of the order of "Given the contraints of the law, budget, personnel and student characteristics in this program how should it be operating in regard to...?" Major discrepancies between expectations and current practice and between expectations of administrators, teachers, students, and others involved can signal major problems or potential problems. These are problems amenable to corrective action through policy and program revision and staff development efforts.

The rationale of perspective discrepancy assessment is based upon the assumption that educational process exists as an object of analysis only as a function of the way it is perceived through the eyes of those involved in interaction -- those who make it happen. What does and does not happen can be only understood by ascertaining the meaning of this interaction for people who plan and implement the program. To improve the program one must understand not only what is happening but why.

In a sense the evaluation may be considered formative: it is not meant to provide information for administrative policing or for inviting invidious comparisons between the local programs involved or individuals working in them. It was agreed in the Iowa study that in presenting a state-wide picture no local program, class, or individual would be identified by name or location. At the same time information on his own program was made available to each local ABE administrator to facilitate follow-up. Even at this level, anonymity of persons and classes was scrupulously observed.

Overview of ABE in Iowa

To fully understand the evaluation design and the relevance of the instruments used, it is necessary to briefly review the organization and personnel involved in the federally funded ABE program in Iowa.

In 1965, a year before the Adult Education Act became federal law launching adult basic education (ABE) as a national program sponsored by the Office of Education and administered through the states, Iowa established its distinctive "merged area" organizational system. By providing for 15 regional community colleges or vocational-technical schools to serve as "area schools," a series of cooperative relationships evolved with the county school system, higher education institutions, community agencies, and the State Department of Public Instruction (DPI) to create a comprehensive delivery system.

Each merged area has an adult and continuing education director* who, in addition to ABE, is concerned with high school completion programs, an Agricultural Production Program for Veterans, consumer education, drinking drivers courses, and several apprenticeship programs. There is one or more part- or full-time ABE coordinator(s) in each area (more than one in a few areas), and a learning center coordinator who works with ABE students among others in the area school, is also frequently on the staff of the area school. ABE courses are offered at the area school and throughout the merged area. They are often co-sponsored by other agencies and organizations which provide students, space, or other resources, including CAP agencies and correctional and mental health institutions. Five local school districts offer adult programs independently of the merged schools. School districts in Iowa may also have a district coordinator of adult education on their staffs.

---

*Some areas have more than one adult education director.

The Adult Education Unit in the Department of Public Instruction is concerned with statewide programs in ABE, high school completion, general adult and continuing education, and career supplementary education. Leadership is provided through the provision of consultant services and funds to the merged area adult programs. The Chief of the Adult Education Unit is assissted by a supervisor and four consultants who are assigned by geographical and functional responsibility. Direct services to the ABE program are provided on a day-to-day basis by the Supervisor and two regional consultants, each of whom covers half the state. All have responsibilities in addition to ABE.

Iowa has an average daily attendance formula for state financial support to education, including adult education. Half of the state's federal ABE funds are allocated to merged areas on a basis of size of enrollments over the past three years; the other half is distributed according to the size of target population in the merged area.

An Iowa Advisory Committee for adult education has been functioning since 1968. It is composed of 15 members who meet four times a year to advise the adult education unit of the DPI. Area schools are encouraged to establish similar advisory committees.

Officially, the general objective and scope of the ABE program has been formulated as follows:

> Adult Basic Education offers instruction in communicative, computational and social skills for adults sixteen years of age and older whose inability to effectively use those skills substantially impairs their obtaining or retaining employment commensurate with their real ability. The aim of Adult Basic Education is to raise the educational level of disadvantaged adults and enable them to become more productive and responsible citizens. The program of instruction includes elementary level education for adults with particular emphasis on the communicative skills of reading, writing, speaking and listening, and the computative

skills using the content of materials containing information on good buying, health, human relations, and home and family living.*

The Iowa State Plan for Adult Basic Education for 1973 specifies that ABE shall include "communication, computational and life coping skills," English as a second language (ESL), and subsequent preparation leading toward the high school equivalency certificate. Provision is made for staff development sessions in each of the 15 area schools, "in addition to statewide, regional and national workshops." The Plan calls for the following three priorities:

Priorities	
First:	Grade levels 0-4
Second:	Grade levels 5-8
Third:	Grade levels 9-12

Procedures

A statewide Evaluation Committee was appointed by the DPI composed of two representatives from the state office and three experienced area ABE coordinators from different parts of Iowa. The Committee had two functions. One was to establish a consensus pertaining to its expectations concerning each phase of the program to be evaluated. This was accomplished in intensive workshop meetings in mid-September, 1974. The other function of the Committee was to review all instruments developed by the evaluation team to determine the relevance, validity, and appropriateness of wording each item to be used in the evaluation. Each instrument was distributed in draft form to Committee members and modified

*State of Iowa Department of Public Instruction. Adult and Continuing Education in Iowa for Fiscal Year 1973. Report to the Iowa State Board of Public Instruction, October, 1973, p. 4.

according to their suggestions. The DPI was final arbiter in determining needed changes.

ABE coordinators from Iowa's 15 area programs were interviewed by evaluation team members in their respective areas during the months of September and October, 1974. Interviews were for the purpose of orienting coordinators to the purpose and nature of the evaluation, to sensitize evaluation team members to the realities of each program at first hand, and to test the relevance and validity of the questions to be asked later by questionnaires pertaining to current practice.

The Evaluation strategy called for gathering data by questionnaire on current practice from the coordinators, teachers, and students as well as DPI representatives, local adult education directors, learning laboratory coordinators, and co-sponsors of classes such as other government agencies, hospitals, or industries. A class was considered co-sponsored when another agency or organization provided funds, classroom space, other resources, or over half the students enrolled. Questionnaires designed for each group also contained a selected number of items pertaining to program expectations.

Iowa's 400 ABE teachers were randomly divided within each merged area into two groups, half receiving a questionnaire pertaining to expectations, the other half a second form of the same questionnaire pertaining to current practice. A new questionnaire form was developed and field tested for students. This was administered by every fourth teacher on our merged area list to students in his or her largest class. The DPI completed its own questionnaire and sent another one to local adult education directors; and local learning center coordinators. All other questionnaires were distributed by the ABE coordinators. Coordinators

and directors attended an orientation session in January, 1975 in Des Moines at which the director of the evaluation team distributed these materials.

The student questionnaire was designed to avoid value judgments about the teacher or program inasmuch as experience suggests that answers to such questions tend to be universally slanted toward the positive. Instead, we asked forced choice questions pertaining to student preferences, interests, and expectations.

Each area coordinator was given a list of teachers who were to receive Form A (intended practice) and Form B (current practice) and was provided with the exact number of questionnaires needed. To assuage teacher fears about confidentiality, the questionnaires were precoded only to identify the merged area -- no code numbers were assigned that would permit us to identify non-respondents by name. Consequently, when we received incomplete returns from a particular merged area our only recourse was to inform the coordinator (through the DPI) that a certain proportion of Form A and/or Form B questionnaires were missing.

As noted above, every fourth teacher on our list of teachers for each merged area was designated to distribute the student questionnaire to his/her largest class (if the teacher taught more than one class.) Thus 100 teachers were asked to distribute questionnaires. Area coordinators were asked to distribute the Co-sponsor Questionnaire to each organization with which they co-sponsored classes. They wrote a cover letter explaining the nature of the evaluation study and encouraged the co-sponsor to complete the questionnaire. The DPI Questionnaire was completed by each staff member with responsibility for ABE in Iowa.

Completed questionnaires were sent directly to the evaluation team by the merged area coordinators, who received materials from teachers

and students in sealed envelopes to preserve their confidentiality. Teachers were instructed to ask a student to collect completed student questionnaires and seal them in an envelope. Questionnaires were forwarded by the coordinator to the team unopened.

Analysis

The Learning Center Coordinator, Adult Education Director, Coordinator, and DPI questionnaires were hand tabulated with frequency distributions, means and percentage distributions computed where appropriate. The Teacher, Student, and Co-Sponsor questionnaire data were keypunched and verfied and analyzed by computer. Since discrepancy analysis relies heavily on comparing percentage distributions among and within groups (e.g., teachers, coordinators, evaluation committee), basic data analysis consisted of generating percentage distributions and descriptive statistics such as means by computer program.

Inasmuch as we were interested in comparing teacher reports of current practice with analogous items pertaining to expectations, an additional step was performed in the analysis of the teacher data. By use of a cross tabulation procedure, we were able to test the statistical significance of differences between intended and current practice using the chi square test. Thus we could tell, for example, if a difference of 10% between an intended practice item and its current practice counterpart was simply due to chance or was statistically significant at the .05 level or higher. All current/intended practice differences reported were statistically significant. However, only those statistically significant differences were reported when such differences were consistent enough to be of practical interest.

Several optional exploratory analyses using more sophisticated statistical methods may be performed on both teacher and student data. For example, we explored the relationship of teaching experience to various items on the teacher questionnaire using cross-tabulation procedures. A number of cross-tabulations were run on the student data and a correlation matrix was generated to explore relationships between various items.

Another optional step in exploratory data analysis was to use multiple linear regression to sort out the effects of a number of independent variables on selected variables for both the teacher and student data. For example, we examined the impact of student subject matter and teaching style preferences on their self-reported academic progress.

A 1974 Center study found the professionalization of the ABE administrator to be the most important factor in determining the innovativeness of an ABE program. Professionalism is measured by the amount of time the administrator devotes to ABE, preparation in adult education, level of activity in professional associations, and centrality of adult education to career plans. Items 2, 15, 16, and 18 in the Coordinators Questionnaire solicit this information. Responses were weighted as follows:

(2) Response	Weight	(15) Response	Weight	(16) Response	Weight	(18) Response	Weight
35+hours	3	1	4	1	3	5	4
26-35 hrs.	2	2	3	2	2	4	3
16-25 hrs.	1	3	1	3	1	3	2
15-hours	0	4	0	4	0	2	1
						1	0

Weights are added for each administrator and the following classification was used:

Total Weighted Score	Designation	No. of Coordinators
12-14	High	7
10-11	Medium	6
6-9	Low	5

Of course, the range of total weighted scores attained by local program administrators in each state would be roughly equally divided in High, Medium, and Low categories. In the Iowa study, the DPI representatives were asked to judge the five most innovative ABE programs (item 30, DPI questionnaire . Of those judged by two or more respondents as most innovative, four had coordinators who score High on the index.

A follow-up workshop involving the director of the survey team, DPI representatives and the area coordinators was conducted in early September, 1975, to review findings, explore the possibilities of securing consensus on critical issues involving serious discrepancies in expectations among colleagues, and plan follow-up in terms of setting priorities for policy and program review and staff development. Each ABE coordinator received aggregate questionnaire results for teachers, students, and co-sponsors in his merged area and was assisted in making an area analysis of these findings upon which to plan policy, program, and staff development changes.

One of the more useful ways of dealing with background information about programs is to list indicators of program progress and indicate the relative position of programs with similar characteristics. The Iowa study summarized much of this information in a table in which data pertaining to each local program was reported in reference to the following indicators (with minor changes):

TARGET POPULATION/ENROLLMENT
  Reported 1/74
    Grade 0-4
          5-8
          9-12
    Sub-total

  1974 Cumulative
    Grade 0-4
          5-8
          9-12
    Sub-total

% Enrolled Grade 0-4

1973 Cumulative
Grade 0-4
5-8
9-12
Sub-total

% of Change 73-74
Grade 0-4
5-8
9-12
Sub-total

CLASSES WITHIN 10 MILE RADIUS FROM HEADQUARTERS (%)

CLASSES CO-SPONSORED (%)

NUMBER OF TEACHERS
% Non-traditional teachers*

NUMBER OF CLASSES
Grade 0-4
5-8
9-12
Sub-total

TEACHER-STUDENT RATIO

STUDENT DROPOUT RATE (%)
Reported by teachers
Reported by coordinators

STUDENT ABSENTEE RATE (%)
Reported by teachers)

STUDENTS WITH GED THEIR FIRST PRIORITY (%)

COORDINATOR
Time Devoted to ABE
Hours per week
% total time
Salary from Federal ABE Funds (%)

TOTAL ABE BUDGET
Federal ABE Funds (%)
State and/or Local Funds (%)
Budget for In-Service Educ. (%)
Budget for Recruitment (%)

COST PER CONTACT HOUR
1974 Cumulative ($)

---

* See An Evaluation of Adult Basic Education in the State of Iowa, Vol. I, pp. 4-5.

Such an array of program data permits policy makers to initiate a dialogue by which to establish the weights which should be assigned these indicators of program effort in various combinations and under specific conditions. Standards may be set which recognize the need for local variation, and comparative assessments made among programs of similar characteristics. It becomes possible to identify colleagues whose programs have been unusually effective in such important concerns as recruitment, co-sponsorship, wide geographical coverage of the area to be served, dropout and absentee rates in order to systematically explore the practices which have proven most successful under different circumstances.

Adapting the Iowa Design and Instruments

The Iowa design was developed to fit an unusual situation, one in which programs are consolidated into fifteen merged areas each with an ABE coordinator. In most states many more programs would be locally administered. To adapt this situation, it is suggested that the evaluation committee serve as an advisory capacity only, rather than seek its consensus on expectations about all phases of program operation. Instead, it is recommended that local ABE directors, if there are over 25, be divided into two representative groups Parallel intent and current practice forms of the questionnaire should be developed and administered to each group. The evaluator must make sure that the composition of local programs included in each group is reasonably representative of all programs. In one way this departure from the Iowa design would represent an improvement. In point of fact, the expectations of the evaluation committee are of less relevance than are those of local administrators because the evaluation committee is an ad hoc body which in most cases will not

continue to exercise continuing influence in program implementation. Thus, it is of less consequence whether the expectations of the committee are in line with those of other groups which must work together to operate the program on a continuous basis.

State office representatives, if they constitute only a few persons as in Iowa, might appropriately be asked intent questions as well. (Adapting the comprehensive Evaluation Committee Questionnaire for this purpose). Consequently, the state representatives, half the local directors, and half the teachers would indicate expectations, the other half of the directors and teachers as well as students, co-sponsors and others would provide parallel current practice data. Of course, the state representatives and all directors would provide background data on program operations. Most of those involved will also be asked to give information about their own backgrounds and preferences as well.

Evaluators should review the instruments in Part III to add, delete or adapt items. Specific references to Iowa or "merged areas" need to be changed to fit each state's circumstances. In many states "ABE Coordinators" are called local "ABE directors." Such obvious changes will require little effort. It is feasible to limit the state-wide evaluation to one or more of the six areas of decision making -- Goal Setting, Instruction, Recruitment, Staffing, Staff Development, and Collaboration.

This is a flexible system, only as good as the relevance and importance of the specific items included in the instruments. While items in Section III have been found relevant to the national program of ABE and for the State of Iowa, revision may be necessary in states which place heavy emphasis on adult learning centers, make extensive use of paraprofessionals, home study, or use the mass media for instruction.

Inter-state staff development programs will require some additional questions. A new questionnaire or several additional items in instruments might appropriately deal with the role of the ABE advisory council. The evaluation committee should be able to make all necessary adaptations.

Part II

AREAS OF ANALYSIS

This section outlines the specifics of how to analyze questionnaire data in each of the six areas of decision making in which expectations and current practice have been linked. In addition, information is provided on how to undertake more extended analyses of student, teacher, and learning center coordinator data. For each area of decision-making specific items in the various instruments found in Part III are identified, the topics for analysis, and table formats are suggested.

Remember, it is important to determine the variation in expectations both within each group of respondents and among groups of respondents as well as between expectations of each group and reported current practice. Differentiate these variations for each program, among local programs, and give the state-wide picture. Your report can follow the format of this section with a separate chapter for each area of decision making and one for each extended analysis.

GOAL SETTING

The goal setting process is conceived here as a sequence of functions which include problem identification, resource identification, determining feasible alternatives, anticipating the consequences of the alternative action possibilities, choosing among alternatives, assessing the result of the choice to improve subsequent decision making, and setting standards against which the goal setting process may be judged.

In most ABE programs some or all of these functions are shared. There are questions which may be appropriately raised about the extent or nature of this distribution of responsibility. Such questions are crucial, but their answers will be essentially determined by philosophical or ideological assumptions. In this study, however, we are directly concerned with establishing empirically the differences in perception and

practice which pertain among those involved in the ABE program involving two basic questions. One is a determination of which factors are of most influence in setting goals. The other is concerned with establishing the locus of responsibility for the function of goal setting.

Cross Index of Questionnaire Items

Questionnaire	Items
Evaluation Committee	(p.24+) 1-7
ABE Coordinators	92-98
Teachers (Forms A & B)	9
Students	4
Adult Education Directors	11; also 1, 2
Learning Center Coordinators	---
DPI Respresentatives	27-29
Co-Sponsors	5, 14

Topics for Analysis

Factors that Influence Goals and Priorities.

Table 1

Perceptions of Program Goals
(1=Most Emphasis; 6=Least Emphasis)

	Rank Order of Importance			
	Intent	Current Practice*		
Major Influences	EC	Coord.	Teachers	DPI
A. Increased Self-Confidence of Students	___	___	___	___
B. Completion of 8th Grade Level	___	___	___	___
C. Increased Competency in Language and Computational Skills	___	___	___	___
D. Preparation for High School Equivalency Exam	___	___	___	___
E. Increased Ability to Cope with Adult Life Roles and Problems	___	___	___	___
F. Achievement of Individual Short-Term Goals	___	___	___	___

*Rankings of teachers of goal emphasis which should pertain to the program are in parenthesis.

Allocation of Responsibility for Decision-Making:
(Place a check in the appropriate blanks in the Table below)

Table 2

Perceptions of Responsibility
(Half or more respondents to this item concurring)

	Evaluation Committee* N=			Coordinators N=			Directors N=			DPI N=		
	Coor.	Dir.	DPI	Coor.	Dir.	DPI	Coor.	Dir.	DPI	Coor.	Dir.	DPI
Recruiting												
Decisions	—	—	—	—	—	—	—	—	—	—	—	—
Standards	—	—	—	—	—	—	—	—	—	—	—	—
Assessment	—	—	—	—	—	—	—	—	—	—	—	—
Staffing												
Decisions	—	—	—	—	—	—	—	—	—	—	—	—
Standards	—	—	—	—	—	—	—	—	—	—	—	—
Assessment	—	—	—	—	—	—	—	—	—	—	—	—
Instruction												
Decisions	—	—	—	—	—	—	—	—	—	—	—	—
Standards	—	—	—	—	—	—	—	—	—	—	—	—
Assessment	—	—	—	—	—	—	—	—	—	—	—	—
In-Service Ed.												
Decisions	—	—	—	—	—	—	—	—	—	—	—	—
Standards	—	—	—	—	—	—	—	—	—	—	—	—
Assessment	—	—	—	—	—	—	—	—	—	—	—	—
Collaboration												
Decisions	—	—	—	—	—	—	—	—	—	—	—	—
Standards	—	—	—	—	—	—	—	—	—	—	—	—
Assessment	—	—	—	—	—	—	—	—	—	—	—	—

*Intent items; others are current practice items

INSTRUCTION

Teaching and learning are at the heart of the education enterprise; they are dealt with here under the rubric of instruction. If this section is the most crucial part of any evaluation, it is also the most complex. Much of the data in other sections of the analysis, for example, the section on Goals, deals directly or indirectly with instruction. Moreover,

the extended analysis of the Student Questionnaire and Learning Center Coordinator Questionnaire to follow also bear directly on questions of teaching and learning.

Cross Index of Questionnaire Items

Questionnaire		Items
Evaluation Committee	(P. 8+)	1-10; also (p.26) 7
ABE Coordinators		48-69; also 79, 89
Teachers (Forms A & B)		10-14, 17-29, 32-40; also 9
Students		1-16
Adult Education Directors		11
Learning Center Coordinators		1-8, 10, 11, also 9
DPI Representatives		11-13, also 29
Co-Sponsors		13

Topics for Analysis

Facilities

location of classes, pattern of concentration & dispersion, types of building, day and evening classes.

Subject Matter

relative emphasis on content areas.

Orientation, Assessment, and Testing

sequence of initial assessment techniques, responsibility for initial assessment, timing of diagnostic placement tests, use of tests in assessing student progress, sources of information for evaluating student progress, use of student records.

Independent Learning Centers

availability, functions, frequency of use, student preference for use, who plans student work.

Instructional Materials

Emphasis on types:

Table 3

Instructional Materials by Category
(in mean percentages)

Materials Category	Eval. Comm.	Coord.	Teachers Current	Teachers Intended
Used as commercially published	____	____	____	____
Adapted by teachers from commercial materials	____	____	____	____
Developed by teacher	____	____	____	____
Developed by local cooperative effort	____	____	____	____

Instructional Methods

methods of involving students in learning, techniques for accommodating individual differences, patterns of teacher-student interaction, teacher's counseling role.

Use of Paraprofessionals

frequency of use of aides and volunteers, functions, time allocation, instructional role.

RECRUITMENT

An analysis of recruitment and retention should answer four basic questions. First, has recruitment been a problem for the system, and if so to what degree? Second, what priorities have been established for recruitment and have these priorities been achieved in actual practice? Third, what recruitment strategies were intended and to what extent have they been used in actual practice: and fourth, to what extent has the program been successful in retaining its students?

Cross Index of Questionnaire Items

Questionnaire	Items
Evaluation Committee	1-9; also (p.26) 7
ABE Coordinator	6, 13, 27-37; also 9, 29
Teachers (Forms A & B)	18; also 33e
Students	4
Adult Education Directors	1e, 9, 11
Learning Center Coordinators	---
DPI Representatives	7, 8; also 29
Co-Sponsors	5

Topics for Analysis

Recruitment Goals Achieved

target population, enrollment, enrollment trends, financial resources allocated, coordinator satisfaction with recruitment, recruitment priorities and student objectives, priorities achieved, dropout rates.

Recruitment Strategies

recruitment methods for different target groups, who should recruit, time allocations.

Table 4

Coordinators' Recruitment Priorities
(N=)

Recruitment Category	Low Priority	Medium Priority	High Priority
0-4 grade level	____	____	____
5-8 grade level	____	____	____
9-12 grade level	____	____	____
Unemployed	____	____	____
Rural adults	____	____	____
Young adults	____	____	____
Institutionalized adults	____	____	____
Migrants	____	____	____

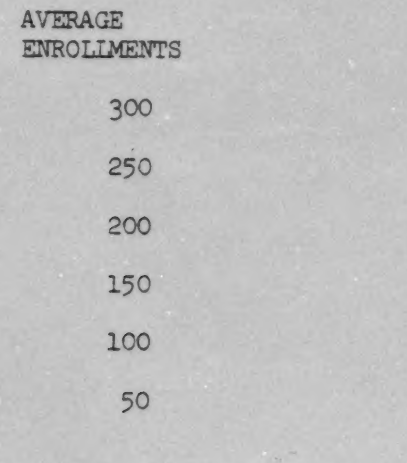
Table 5

Teachers Conducting Classes by Grade Level

Grade Level	Teachers (%)
0-4	_____
5-8	_____
9-12	_____
Mixed classes	_____

Graph 1

Average Local Program Enrollment by Grade Level



STAFFING

Staffing includes the recruitment, selection, placement, supervision, reporting, assessment, and retention or termination of staff members in the ABE program. Although this section is primarily concerned with discrepancies within and among teachers, coordinators, directors, the Evaluation Committee, and others, it also includes information about the characteristics and professional activities of coordinators, directors,

and DPI representatives. Detailed information on teacher characteristics and professional practice are found in the Extended Analyses section.

Cross Index of Questionnaire Items

Questionnaire	Items
Evaluation Committee	(p.4+) 1-10; also (p.26) 7
ABE Coordinators	1-12, 14-26, 37-47; also 98
Teachers (Forms A & B)	1-8, 15, 16, 30, 31, 46-49; also 33
Students	13
Adult Education Directors	1-16
Learning Center Coordinators	9; also 5, 6, 7
DPI Representatives	1-6, 9, 10, 31-35; also 29
Co-Sponsors	5, 12

Topics for Analysis

Teachers

assessment of coordinator performance; group and individual meetings with coordinator; job satisfaction; selection criteria; responsibility for hiring, retaining & termination; staff performance ratings.

Table 6

Criteria for Selecting Teachers:
Degrees of Emphasis in Intended and Current Practice

Criteria	Eval.Comm. (5=Greatest Emphasis)	Coordinators (5=Greatest Emphasis)	Coordinators (%Responding Great Emphasis)
Personality	___	___	___
Experience teaching adults	___	___	___
Commitment to ABE	___	___	___
Experience in counseling	___	___	___
Formal training in adult ed.	___	___	___
Elementary education teaching experience	___	___	___
Minority background	___	___	___
Age	___	___	___
Teaching certificate	___	___	___
Sex	___	___	___

Table 7

Degree of Influence on Hiring ABE Teachers:
Intended and Current Practice

Staff Role	Eval. Comm. (Rank Order; 5= Greatest Influence)	Coordinators (% Reporting Great Emphasis)
ABE Coordinator	___	___
Co-Sponsor	___	___
Local ABE Teacher	___	___
Director	___	___
Local School District AE Coordinator	___	___
Local ABE students	___	___

Table 8

Degree of Influence on Retaining Teachers:
Intended and Current Practice

Staff Role	Eval. Comm. (5=Greatest Influence)	Coordinators (% Reporting Great Influence)
ABE Coordinator	___	___
Co-Sponsor	___	___
Local ABE Teachers	___	___
Local ABE Students	___	___
Director of Adult Education	___	___
Local School District AE Coordinator	___	___

Table 9

Teacher and Aide Performance Ratings:
Intended and Current Practice
(in percent)

	Teachers		Aides	
Rating	Eval.Comm.	Coord.	Eval.Comm.	Coord.
Excellent	___	___	___	___
Very Good	___	___	___	___
Good	___	___	___	___
Fair	___	___	___	___
Poor	___	___	___	___

Coordinators

time devoted to ABE, ABE budget & sources, number of staff, frequency of staff meetings, location of classes, frequency of class visits, professionalism index (see p.9), role of DPI, role of AE Director, relationship of ABE to host school.

DPI Representatives

time devoted to ABE, frequency of field visits, meeting attendance, relative importance of functions, est. rate teacher turnover, importance of paraprofessionals, professionalism index, major program problems.

Adult Education Directors

time devoted to ABE, nature of involvement, frequency of contact with coordinator, DPI role, overall rating of ABE program, proportion of budget for ABE, professionalism index.

Table 10

Adult Education Directors' Involvement in the ABE Program
(in percent)

Area of Involvement	Little or No Involvement	Medium Involvement	High Involvement
Selection of ABE Coordinators	—	—	—
Supervision of ABE Fiscal Management	—	—	—
ABE Staff Development	—	—	—
Liaison between ABE Program and Community Groups	—	—	—
Selection of ABE Teachers	—	—	—
ABE Curriculum Development and Instruction	—	—	—
Student Recruitment for ABE Classes	—	—	—
Work with ABE Area Advisory Committee	—	—	—

IN-SERVICE EDUCATION

This section focuses upon in-service education for staff development within the ABE program. Key questions are: which staff are to receive in-service education in what form, for what duration, with what content, who is to play what roles in planning and conducting the program,

and how much time and money does it cost? Since most teachers have limited experience in the program and few have previous professional preparation in adult education, there is general consensus that in-service education is essential.

Cross Index of Questionnaire Items

Questionnaire	Items
Evaluation Committee	(p.15+) 1-19; also (p.26) 7
ABE Coordinators	70-80; also 79, 98
Teachers (Forms A & B)	40-45
Students	---
Adult Education Directors	11
Learning Center Coordinators	1-8, 10, 11; also 9
DPI Representatives	14-20; also 29
Co-sponsors	

Topics for Analysis

Form of In-Service Education

types of activities, degree of emphasis

Table 11

Evaluation Committee:
Desirable Emphasis on Forms of In-Service Education

Activity	Order of Emphasis (1=highest)
a. Novice-master assignment	___
b. Coaching by coordinators or others	___
c. Workshops and conferences conducted by the local ABE program	___
d. Other workshops and conferences conducted by others (state or regional agencies or institutions)	___
e. Visitation in other ABE classes	___

Extent of Participation

staff time devoted, proportion of staff involvement

Table 12

Days Devoted to In-Service Workshops
Intended and Current Practice

Staff Category	First Year		Subsequent Years	
	Eval.Comm.	Coord.	Eval.Comm.	Coord.
a. Teachers and Counselors	___	___	___	___
b. Aides	___	___	___	___
c. Coordinators	___	___	___	___
d. Directors	___	___	___	___

Content of Instruction

past emphasis given topics, current priorities

Table 13

Emphasis Given Topics of In-Service Education and Current Priorities
Assigned by Teachers, Coordinators, DPI, and the Evaluation Committee
(Teacher Responses in Percent)

TOPIC	PAST EMPHASIS				CURRENT PRIORITY			
	Tc	Co	DPI	EC	Tc	Co	DPI	EC
a. ABE program orientation: objectives, procedures, current developments, plans, reports	—	—	—	—	—	—	—	—
b. Differences in teaching adults and children	—	—	—	—	—	—	—	—
c. Philosophy of adult ed.	—	—	—	—	—	—	—	—
d. Understanding the student population, culture of poverty, ethnic group differences	—	—	—	—	—	—	—	—
e. Course organization: content selection, scheduling and sequencing topics making lesson plans	—	—	—	—	—	—	—	—

Table __ cont.

TOPIC	PAST EMPHASIS Tc	Co	DPI	EC	CURRENT PRIORITY Tc	Co	DPI	EC
f. Methods of instruction: selecting, adapting, and using	—	—	—	—	—	—	—	—
g. Instructional materials and aides: selecting, adapting, and using	—	—	—	—	—	—	—	—
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	—	—	—	—	—	—	—	—
i. Class control, management of student failure, coping with lack of self-confidence	—	—	—	—	—	—	—	—
j. Counseling students in academic or personal matters	—	—	—	—	—	—	—	—
k. Working with aides and volunteers	—	—	—	—	—	—	—	—
l. Student recruitment and retention	—	—	—	—	—	—	—	—
m. Individualizing instruction	—	—	—	—	—	—	—	—
n. Improving human relations: teacher-student	—	—	—	—	—	—	—	—
o. Improving staff relationships within ABE	—	—	—	—	—	—	—	—
p. Teaching "coping" skills	—	—	—	—	—	—	—	—

Designate highest rated item(s) "Hi", lowest rated items "Lo"; cricle items given highest possible rating by largest percentage of teachers.

Roles

who has responsibility, time devoted -- coordinator & DPI.

Incentives and Impact

which incentives work, specific effects of in-service education on staff, quality of effort.

COLLABORATION

The purpose of the collaboration section is to examine the ABE program's relationships with other organizations and agencies within the community, especially relationships with those which act as co-sponsors of classes, i.e., provide space or other significant resources or provide at least 50% of the students enrolled. Collaboration is also of potential importance to ABE for student referral, placement, and as a source of community support. Evidence from the Iowa study that co-sponsored classes result overwhelmingly from ABE program initiatives and their existence is evidence of active leadership within that program.

Cross Index of Questionnaire Items

Questionnaire	Items
Evaluation Committee	(p.20+) 1-7; also (p.26) 7
ABE Coordinators	81-91; also 9, 98
Teachers (Forms A & B)	---
Students	---
Adult Education Directors	9, 11
Learning Center Coordinators	---
DPI Representatives	21-26; also 29
Co-Sponsors	1-15

Topics for Analysis

ABE Program Perspectives

priority assigned this activity, kinds of agencies involved, benefits & disadvantages, proportion of classes co-sponsored, use of community liaison staff, problems in relationships, reasons for termination of co-sponsorship.

Table 14

Importance of Organization and Agencies for Collaboration
(Intended and Current Practice)

Type of Agency	Evaluation Committee Ratings (High/Medium/Low)	Coordinator Ratings (in percentage)
Social Service		
Social Service	———	—
Schools	———	—
CAP	———	—
Employment	———	—
Institutions (hospitals, county homes)	———	—
Business and Industry	———	—
Public Health	———	—
Churches	———	—
University Extension	———	—

Co-Sponsor Perspectives

type of organization, degree of involvement, how need was established, released time provision, rated success of program, why collaborate.

Table 15

How Co-Sponsors Determine Need for ABE Classes

Method	Co-Sponsors* (in percent)
Examination of employee records and indicated need	—
Employees or clients request classes	—
Co-sponsors desired to upgrade employee skills	—
Co-sponsor employed or served many non-English speaking	—
ABE representatives convinced co-sponsor of need	—
Other	—

*Co-sponsor could report more than one method of need assessment.

Table 16

ABE Success in Meeting Co-Sponsor Needs

Need	Co-Sponsors Reporting High Degree of Success (in percent)
Upgrade employee or client skills	___
Increase of employees English language proficiency	___
Increase of employee morale	___
Afford employee opportunity to advance within organization	___

EXTENDED ANALYSES

The Students

Findings of the student questionnaire may be analyzed as follows: (1) student characteristics, (2) student perceptions of progress, (3) what students want most to learn, (4) preferences for instructional methods, and (5) classroom annoyances. In each area, significant differences between different groups of students, such as those in different programs, or from rural as opposed to urban areas may be noted and important relationships among student characteristics and preferences pinpointed. These findings should enable administrators and teachers to compare the student population in their local program with that in other programs, determine whether subject matter and instructional processes in their classes match the priorities and preferences of the students, and recognize needed changes in program operation to foster student retention and to make a more sensitive response to student learning needs and goals.

Areas of Analysis

Student Characteristics

sex, age, urban-rural location.

Assessing Progress

self-assessment of progress, adequacy of feedback on progress, clarity about time required to reach educational goals, reasons for attending; relationships among these variables; relationships of each to student characteristics.

counseling experience, counseling concerns; relationship of counseling experience to self-assessment of progress, clarity about time expectations, reasons for attending, and student characteristics.

What Learning is Wanted

subject areas of most importance, degree of teacher emphasis, and relationships between these variables; relationship of reasons for attending, subject areas preference, and subjects most desired; relative emphasis on 3 Rs and problems of everyday living.

Preferences in Learning Style

preferences for learning in class, small groups, through self study, in a learning center; relationships with what learning is most important, reasons for attending; preference for such teacher activity as questioning, answering, correcting errors, encouraging discussion, providing practice and drill; relationship of these preferences to reason for attending.

Classroom Annoyances

particular annoyances; relationships to self-assessment of progress and subject preferences.

The Teachers

In addition to analyzing descriptive data from the Teachers Questionnaire on teacher characteristics, it will prove insightful to look carefully at: (1) a comparison of experienced and inexperienced teachers, (2) a comparison of teachers who place first priority emphasis on the 3 Rs with those who place relatively less emphasis on the 3 Rs; (3) the differences between more and less effective teachers, as measured by absentee and dropout rates; (4) differences between local programs which may influence instructional practice, and (5) teacher perceptions of their students. Of particular importance will be a cross tabulation of teacher

goals and preferences for instructional methods with dropout and absentee rates. Highly significant relationships were found in the Iowa study.

Areas of Analysis

Teacher Characteristics

sex, age, part- or full-time in ABE, other occupations, experience, years of ABE teaching, day or evening classes, no. of classes taught.

Experienced (2 years +) vs. Inexperienced Teachers

relationship of this factor to rates of dropout and absenteeism, to perception of adequacy of and need for in-service education as well as preference for format and topics in in-service education, to perceptions of coordinator awareness of classroom problems, to intent and current practice (Forms A & B), to emphasis on alternative instructional methods and subject content, use of instructional materials and learning centers, use of teacher-student conferences and individualized assignments.

Traditional vs. Non-Traditional Teachers

(Traditional teachers indicate they do or should emphasize the 3 Rs or speaking as their most important two subject areas. Non-traditional teachers place another subject area in first or second place in emphasis.)

relationship of this factor to goal emphasis, to drobpout and absentee rate, to instructional methodology and use of instructional material, use of student records.

Absenteeism and Dropout Rates

dropout and absentee rates, proportion of teachers reporting different rates, mean rates for local programs; relationships to teacher goals and instructional methods, to proportion of students reported as making satisfactory progress, to teacher preparation and satisfaction, to grade level of classes, to day and evening classes.

Program Characteristics and Instruction

differences in program size, urban/rural location and relationships to teacher perceptions and practice (no relationship found in Iowa), degree of consensus on goals, instructional methods, subject emphasis, use of materials, and format and topics for in-service education found within programs and differences between local programs. (Compare a sample of programs selected by size and urban/rural location.)

Teacher Perceptions of Their Students

perceptions of student personality characteristics, motivation, self-confidence, realistic expectations, ability, progress; factors affecting academic progress; factors interfering with teaching and learning in the classroom.

Learning Center Coordinators

Data from this brief questionnaire may be analyzed for; (1) ABE enrollment, including proportion of other student clienteles serviced, (2) student contact hours, (3) linkages between the learning center and the ABE program, including functions of the center, degree of coordination with ABE program, frequency of conferences with ABE staff, (4) sources and frequency of referral of ABE students to the learning center; (5) problems.

Part III

INSTRUMENTATION

Iowa State ABE Evaluation

EVALUATION COMMITTEE QUESTIONNAIRE

Contents

		Page
SECTION 1:	RECRUITMENT	1
SECTION 2:	STAFFING	4
SECTION 3:	INSTRUCTION	8
SECTION 4:	IN-SERVICE EDUCATION	15
SECTION 5:	COLLABORATION	20
SECTION 6:	GOAL-SETTING	24

SECTION 1: RECRUITMENT

1. What are the characteristics of the target population you are trying to reach [in Iowa] (e.g., age, sex, minority background, socio-economic background, etc.)?

2. What particular groups are you especially trying to reach (e.g., chievement level, migrant, rural isolated, etc.)? List these groups below in rank order [by state-wide priority].

3. Listed below are several methods that can be used to recruit students. Indicate by circling the appropriate number how much emphasis, in general, should be placed on each method for recruiting ABE students [in Iowa].

Recruitment Method	Desired Emphasis				
	Little or No Emphasis				Great Emphasis
a. Mass Media Publicity	1	2	3	4	5
b. Door to Door Canvassing	1	2	3	4	5
c. Referrals from Agencies (e.g., employment, welfare)	1	2	3	4	5
d. Word of Mouth	1	2	3	4	5
e. Co-sponsoring Classes with Community Groups and Organizations	1	2	3	4	5
f. Cooperation with Schools	1	2	3	4	5
g. Other (specify)	1	2	3	4	5

4. Do you believe that different recruitment methods are needed to effectively reach different target groups?

_____ Yes

_____ No

5. If you answered "yes" to Question 4, please answer this question. If you answered "no", skip to Question 6. Below is a matrix [with blank spaces] on the left side under the heading "Priority Target Groups." At the top of the matrix are listed several recruitment methods. First, fill in the blank spaces on the left, listing the top two priority target groups you identified in Question 2. Then, for each group listed, indicate in the spaces to the right how much emphasis should be given to each recruitment method for recruiting persons in that group. Use the number 3 to designate Great Emphasis, 2 to designate Moderate Emphasis, and 1 to designate Little or no Emphasis. Note that every cell or box in the matrix should contain a number (1, 2, or 3).

Recruitment Methods

Priority Target Groups	Door To Door	Mass Media	Agency Referral	Co-Sponsored Classes	Word of Mouth	Schools	Other (
Grades 0-4							
5-8							
9-12							

6. Retention of ABE students is as important as recruitment. What should [Iowa's] goal be regarding the proportion of students who are enrolled the first week of class this fall and who are still active as of the sixth week of class (i.e., the retention rate in percent for the first six weeks in classes meeting once or twice a week)?

_____%

7. How much emphasis should be placed on paid recruiters (regardless of whether they are paid from ABE or other sources of funds)? Circle the appropriate number below.

Little or No Emphasis				Great Emphasis
1	2	3	4	5

8. Should every ABE teacher have recruitment responsibilities?

_____Yes _____No

9. Which of the following groups should be given priority in recruitment? Indicate rank order (number most important 1, least important 5).

a. Those primarily interested in making social contacts _____

b. Those primarily interested in improving English language proficiency _____

c. Those primarily interested in improving their job situation _____

d. Those primarily interested in helping children learn _____

e. Those primarily interested in self-improvement _____

f. No priorities should be set among these groups (Indicate by check) _____

SECTION 2: STAFFING

1. Listed below are a number of criteria which might be taken into account in selecting teachers for ABE. Indicate by circling the appropriate number, how much emphasis should be placed on each criterion in hiring ABE teachers [in the state of Iowa].

Criteria	Desired Emphasis: Little or No Emphasis				Great Emphasis
a. Teaching certificate	1	2	3	4	5
b. Experience teaching adults	1	2	3	4	5
c. Sex	1	2	3	4	5
d. Age	1	2	3	4	5
e. Minority background	1	2	3	4	5
f. Elementary education teaching experience	1	2	3	4	5
g. Formal training in adult education	1	2	3	4	5
h. Personality	1	2	3	4	5
i. Commitment to ABE	1	2	3	4	5
j. Experience in Counseling	1	2	3	4	5
k. Other (specify))	1	2	3	4	5

2. This question concerns what you would like the composition of [Iowa's] instructional staff to be in terms of age, sex, ethnicity, and training. If you would like to have at least a certain proportion of teachers in a given category, e.g., "under 35" or "special education background," please indicate this minimum proportion. If you have no preference, i.e., if it would make no difference at all or none of your teachers were in this category, please indicate this. Repeat the process for instructional aides and volunteers.

	Teachers		Aides and Volunteers	
	Minimum Percent	No Pref.	Minimum Percent	No Pref.
Age		_____		_____
Under 35	_____%		_____%	
35-49	_____%		_____%	
50 or more	_____%		_____%	
Sex		_____		_____
Male	_____%		_____%	
Female	_____%		_____%	
Ethnicity		_____		_____
Black	_____%		_____%	
White	_____%		_____%	
Hispano-American	_____%		_____%	
Other (specify: _____)	_____%		_____%	
Training		_____		_____
Elementary	_____%		_____%	
Education (K-6)	_____%		_____%	
Secondary Education	_____%		_____%	
Other Education Training, specify:				
a: _____	_____%		_____%	
b: _____	_____%		_____%	
No prior preparation in education	_____%		_____%	

3. How much influence should each of the following have on the initial decision to employ an ABE teacher?

	Little or No Influence				Great Influence
a. ABE Coordinator	1	2	3	4	5
b. Local ABE teachers	1	2	3	4	5
c. local ABE students	1	2	3	4	5
d. Director of Adult Education	1	2	3	4	5
e. Local School District AE Coordinator	1	2	3	4	5
f. Co-sponsor	1	2	3	4	5
g. Other (specify:_____)	1	2	3	4	5

4. How much influence should each of the following have on the decision to retain an ABE teacher?

	Little or No Influence				Great Influence
a. ABE Coordinator	1	2	3	4	5
b. Local ABE teachers	1	2	3	4	5
c. Local ABE students	1	2	3	4	5
d. Director of Adult Education	1	2	3	4	5
e. Local school district AE Coordinator	1	2	3	4	5
f. Co-sponsor	1	2	3	4	5
g. Other (specify:_____)	1	2	3	4	5

5. Should any effort be made to recruit ABE teachers from outside the local public school system?

_____Yes _____No

6. In overall performance, some teachers and aides are clearly superior to others in the ABE program. Realistically speaking, about what proportion of the ABE instructional staff in Iowa do you expect to be:

Performance	Teachers	Aides & Volunteers
a. Excellent	_____%	_____%
b. Very good	_____%	_____%
c. Good	_____%	_____%
d. Fair	_____%	_____%
e. Poor	_____%	_____%

7. Not all teachers are equally satisfied with their work in ABE. About what proportion of Iowa ABE teachers do you expect to be:

	Proportion
a. Very Satisfied	_____%
b. Moderately Satisfied	_____%
c. Dissatisfied	_____%

8. For the state as a whole, what should be the maximum annual rate of ABE teacher turnover (in percent of total teaching force)?

_____%

9. How important to your ABE program should aides and volunteers be?

Little or No Importance				Great Importance
1	2	3	4	5

10. Who should follow up the students who drop out of the ABE program before their objectives are met? (Check all that apply)

a. Teacher _____
b. Aides & volunteers _____
c. Counselor _____
d. Recruiter _____
e. Coordinator _____
f. Co-sponsor _____
g. Other (specify:_____) _____

SECTION 3: INSTRUCTION

1. Of the instructional materials used in the ABE class, what proportion should be:

   a. Used as commercially published _____%

   b. Adapted (from commercially published) by teacher _____%

   c. Teacher designed material _____%

   d. Designed by local cooperative effort _____%

2. What should be the proportional distribution of ABE classroom facilities among the following types of locations?

   a. Clustered classes held in a center day and evening _____%

   b. Scattered classes in school buildings, after school _____%

   c. Scattered outreach classes in facilities of co-sponsors _____%

   d. Outreach classes in facilities of community organization _____%

   e. Other (specify:_____) _____%

   TOTAL = 100 %

3. In every program, someone has primary reponsibility for orienting new students to the program. In your program who should have this responsibility? If this responsibility should be shared, indicate rank order of three most important (number the most important 1, least important 3).

   a. Coordinator _____

   b. Director _____

   c. Teacher _____

   d. Counselor _____

   e. Aide or volunteer _____

   f. paid recruiters _____

   g. School district AE coordinator _____

   h. Other students _____

   i. Other (specify:____) _____

4. Often, ABE programs make an initial assessment of an entering student's achievement level. How should student entrance level be assessed?

Assessment Method	Should Be Assessed By
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Previous records	_____
e. Combination of above	_____
f. No assessment	_____
g. Other (specify: _____)	_____

5. If you checked e. in question 4., indicate in what combination and sequence the assessment method should be used. Indicate sequence by writing in the number 1 for the first method used, 2 for the second, etc.

Assessment Method	Sequence
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Previous records	_____
e. Other (specify: _____)	_____
f. No preference	_____

6. Who should make the initial assessment of student skill levels:

Staff Member	Should Make Assessment
a. No one	_____
b. Counselor	_____
c. Coordinator	_____
d. Teacher	_____
e. Aide or volunteer	_____
f. Lab instructor	_____
g. Other (specify: _____)	_____

7. Regarding the administration of diagnostic placement tests, when should these tests by administered?

	Should Be Administered
a. Never	
b. At the time of enrollment	
c. Sometime after enrollment	

8. Regarding the evaluation of student progress, how should student progress be evaluated? Indicate three preferences by rank order (number most valuable method 1, least valuable 3)

Evaluation Method	Rank Order
a. Classroom tests	
b. Standardized achievement test	
c. Teacher summary evaluation	
d. Staff conference	
e. Student-teacher conference	
e. Other (specify: _____)	

9. What value should be placed on student records (from ABE classes, learning lab, referral agencies, other sources) for the following:

	Little or No Value				Highest Value
a. Measure student progress in program	1	2	3	4	5
b. Place students in classes	1	2	3	4	5
c. Counsel students	1	2	3	4	5
d. Refer students to other programs, employers, reporting progress to co-sponsors, etc.	1	2	3	4	5
e. Reporting to ABE coordinator	1	2	3	4	5
f. Other (specify: _____)	1	2	3	4	5

10. If standardized achievement tests are used, should they be administered at regular intervals?

_____ Yes _____ No

11. If yes, at what intervals should they be administered?

_____ a. 100 hours of instruction

_____ b. 150 hours of instruction

_____ c. 200 hours of instruction

_____ d. Other (specify: _____)

12. If yes, names of standardized tests which should be used:

_____

_____

13. What emphasis should be given to various ABE subjects? (Aside from communication and computational skills.) Rank order importance by numbering most important 1, least important 5.

	Order of Importance
a. Health education	_____
b. Consumer education	_____
c. Social studies, civics	_____
d. Ethnic or racial heritage	_____
e. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	_____
f. Other (specify: _____)	_____

14. What degree of relative emphasis should be placed on methods of instruction to accommodate differences among students?

	Little or No Emphasis						Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7
c. Send students to learning lab	1	2	3	4	5	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7
e. Use programmed material	1	2	3	4	5	6	7
f. Tutoring outside of classroom	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7

15. To what extent <u>should</u> students participate in their instruction in each of the following ways? Rank order, in recommended frequency of use, the five most important (number most important 1, least important 5).

Type of Participation	Recommended Frequency of Use
a. Student recites	_____
b. Pairs of small groups of students practice skills together	_____
c. Whole class participates in discussion	_____
d. Small groups in discussion and problem solving	_____
e. Students ask questions	_____
f. Real or simulated learning situations (e.g., games, role playing)	_____
g. Planning or evaluating this educational program	_____
h. One-to-one instructional interaction with teacher	_____
i. Working with programmed materials	_____

16. What proportion of the time of a teacher's aide or volunteer <u>should be</u> spent performing the following duties?

a. Clerical..... _____ %

b. Housekeeping..... _____ %

c. Childcare..... _____ %

d. Instructional..... _____ %

e. Counseling..... _____ %

f. Recruiting..... _____ %

g. Other (specify: _____)... _____ %

TOTAL 100 %

17. What proportion of the aide's or volunteers instructional time <u>should be</u> spent working with students in the following ways (<u>if</u> the aide or volunteer performs in an instructional role)?

a. Individual tutoring..... _____ %

b. Working with small groups..... _____ %

c. Teaching class as a whole..... _____ %

d. Other (specify: _____).. _____ %

TOTAL = 100 %

18. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How important should helping students with personal and vocational problems be in the teacher's role?

Not Important						Very Important
1	2	3	4	5	6	7

19. What part should a learning lab play in the instructions of students in your program (check one)?

a. Used for remedial work for students referred by teacher..... _____

b. A regular part of the students' total program... _____

c. Available to students who want it..... _____

d. None..... _____

e. Other (specify:_____)..... _____

20. How should the student's work in the learning center be coordinated with classroom instruction (check one)?

a. Student's lab work prescribed by teacher..... _____

b. Student's lab work prescribed by counselor..... _____

c. Student's lab work prescribed by lab instructor. _____

d. Conference of teacher, lab instructor and/or counselor with student..... _____

e. Not coordinated in any specific way..... _____

21. Identify staff members associated with the area learning center who should have a major responsibility for each of the following functions. (Place appropriate numbers preceding staff jobs in blank spaces.)

Function		Staff Jobs
a. Recruitment.....	_____	1. ILC Coordinator
b. Select materials.....	_____	2. GED Examiner
c. Coordination with other programs.....	_____	3. Instructor
d. Student in-take.....	_____	4. Aide or Volunteer
e. Testing--GED.....	_____	5. Counselor
f. Testing--other.....	_____	
g. Record keeping.....	_____	
h. Job placement.....	_____	
i. Referral to other programs & agencies....	_____	
j. Interpreting test results.....	_____	
k. Supervise personnel....	_____	
l. Staffing.....	_____	
m. Instruction.....	_____	

22. What pattern of student contact with instructional personnel should pertain (1) in the ABE classroom and (2) in the learning center? Indicate relative emphasis which should be devoted to each of the following patterns.

Pattern of Contact	Relative Emphasis: ABE Class	Relative Emphasis: Learning Center
a. Instructor rotates at random	_____ %	_____ %
b. Instructor rotates among students according to a pre-established plan	_____ %	_____ %
c. Instructor rotates at student request	_____ %	_____ %
d. Student comes to instructor's desk at student initiative	_____ %	_____ %
d. Student comes to instructor's desk at instructor's initiative	_____ %	_____
TOTAL =	100 %	100 %

SECTION 4: IN-SERVICE EDUCATION

1. Approximately, how many dollars and what proportion of operating funds would be required for you to do an acceptable job of providing in-service education for your staff (local teacher training, quadrant, state-wide activity, etc.)?

   $_____ _____%

2. What proportion of your ABE budget and your administrative time <u>should</u> be allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

   <u>Budget</u>

   a. State..... _____%

   <u>Administrative time</u>

   a. State officers..... _____%

   b. ABE coordinators..... _____%

3. For each staff category that follows what <u>should</u> be the proportion of the total in that category who attend an in-service workshop, university course, or conference during a year?

<u>Staff Category</u>	<u>Percentage That Should Attend</u>
a. Teachers and counselors.....	_____%
b. Aides.....	_____%
c. Coordinators and directors.....	_____%
d. State staff.....	_____%
e. Others (specify: _____).....	_____%

4. What criteria should be used to select participants in an in-service education program (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

_____

_____

5. In-service education can take serveral forms. Rank order the degree of emphasis which should be given the five most important suggested below (number the most important 1, the least important 5):

	Order of Emphasis
a. Novice-master assignment	_____
b. Participation in curriculum development	_____
c. Coaching by coordinator or others	_____
d. Workshops and conferences conducted by your local ABE program	_____
e. Other workshops and conferences conducted by others (state or regional agencies or institutions)	_____
f. Participation in university courses (on or off campus)	_____
g. Visitation of other ABE classes	_____
h. Other (specify: _____)	_____

6. On the average, what minimum number of days should persons in each staff category be devoting to participation in these forms of in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	First Year	Subsequent Years
a. Teachers and Counselors	_____ days	_____ days
b. Aides	_____ days	_____ days
c. Coordinators	_____ days	_____ days
d. Directors	_____ days	_____ days
e. Others (specify: _____)	_____ days	_____ days

7. What categories of staff <u>should</u> perform the <u>main roles</u> in planning and conducting local in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? What should each of their roles typically be? Indicate letters preceding staff jobs which apply for each role (e.g., a-c-d).

Staff	Intended Roles
a. State staff	Diagnose program needs.....
b. Director	Set objectives.....
c. Coordinator	Identify resources.....
d. Teachers	Organize.....
e. Counselors	Conduct.....
f. Co-sponsors	Evaluate.....
g. Others (specify:_____)	Follow-up on learning gains.....

8. What incentives <u>should be</u> considered most important to encourage participation in an in-service education program? Indicate rank order (number most important 1, least important 6).

a. Required attendance.....

b. Extra pay.....

c. Expenses paid.....

d. Released teaching time.....

e. Academic credit.....

f. Conducted locally.....

g. Other (specify:_____).....

9. Concerning pre-service and in-service training for aides and volunteers: <u>should</u> aides and volunteers receive such training?

_____Yes _____No

<u>If yes</u>, <u>should</u> teachers and aides attend these training sessions together?

_____Yes _____No

10. To what extent should each of the following be a major outcome of in-service education? Indicate rank order (number most important 1, least important 5).

Rank order

a. Higher staff morale....._____

b. Greater insight into students....._____

c. Increased professional competence....._____

d. Greater receptivity to future in-service education....._____

e. Increased competence of trainers....._____

12. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities for staff members sponsored or prompted by your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column to indicate your estimate of the priority of need for most ABE teachers at the present time, circling the appropriate number on each of the sixteen scales.

Topics	Past Emphasis on In-Service Education							Current Priority for In-Service Need						
	None						Great	Low						High
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Differences in teaching adults and children	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Philosophy of adult education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Instructional materials and aides: selecting, adapting, and using	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i. class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5	6	7	1	2	3	4	5	6	7
j. Counseling students in academic or personal matters	1	2	3	4	5	6	7	1	2	3	4	5	6	7
k. Working with aides and volunteers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
l. Student recruitment and retention	1	2	3	4	5	6	7	1	2	3	4	5	6	7
m. Individualizing instruction	1	2	3	4	5	6	7	1	2	3	4	5	6	7
n. Improving human relations: teacher-student	1	2	3	4	5	6	7	1	2	3	4	5	6	7
o. Improving staff relationships within ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
p. Teaching "coping" skills: skills of urban living	1	2	3	4	5	6	7	1	2	3	4	5	6	7

SECTION 5: COLLABORATION

1. On the average, how great a priority <u>should</u> local programs place on the development of collaborative relationships within their communities?

Minimal Priority				Great Priority
1	2	3	4	5

2. What types of agencies and organizations should local ABE programs work with as co-sponsors and sources of referral support? Indicate relative importance.

	Relative Importance		
	HIGH	MEDIUM	LOW
a. Social service	( )	( )	( )
b. Schools (public and private)	( )	( )	( )
c. Public health	( )	( )	( )
d. CAP	( )	( )	( )
e. Employment	( )	( )	( )
f. Churches	( )	( )	( )
g. Business and industry	( )	( )	( )
h. Instructions (country homes, hospitals, prisons, etc.)	( )	( )	( )
i. University extension	( )	( )	( )

3. Listed below are seven benefits that local ABE programs sometimes gain from co-sponsorship of classes and collaboration with agencies that refer students. How important should it be for local ABE programs to attain each of these benefits?

Benefits of Collaboration	Minimal Importance				Great Importance
a. Recruitment of students through co-sponsored classes	1	2	3	4	5
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation	1	2	3	4	5
c. Extensions of ABE to hard-to-reach segments of the target population through co-sponsored classes	1	2	3	4	5
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	1	2	3	4	5
e. Obtaining additional operating funds through co-sponsorship arrangements	1	2	3	4	5
f. Increased community support for ABE through collaboration with other organizations	1	2	3	4	5
g. Provision for feedback to the ABE program from collaborating agencies	1	2	3	4	5

4. Are there any other benefits that you expect local ABE programs to attain from collaboration that are not listed above? If so, briefly list.

How important is each benefit listed in question 4 above?

Benefit	Minimal Importance				Great Importance
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5

5. Listed below are five disadvantages sometimes associated with co-sponsorship of classes and collaboration with agencies that refer students. How important is it for local ABE programs to avoid each of them.

Disadvantages of Collaboration	Minimal Importance				Great Importance
a. Loss of program flexibility as a result of collaboration	1	2	3	4	5
b. Decrease in administrative autonomy as a result of collaboration	1	2	3	4	5
Collaboration results in serving students not representative of target population program is trying to reach	1	2	3	4	5
d. Increase in unit cost (instructional) hour) as a result of collaboration	1	2	3	4	5
e. More of your time than is desirable spent on arranging for and administering collaborative efforts	1	2	3	4	5
f. Interference in ABE program operation	1	2	3	4	5

6. Are there any other disadvantages that you try to avoid related to co-sponsorship or collaboration with agencies that refer to students? If so, briefly list.

How important is it for local ABE programs to avoid these disadvantages listed in question 6 above.

	Minimal Importance				Great Importance
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
e. _____	1	2	3	4	5

7. What proportion of your ABE classes should be co-sponsored? Check one below.

   a. 0-20% _____

   b. 21-40% _____

   c. 41-60% _____

   d. 61-80% _____

   e. 81-100% _____

SECTION 6: GOAL-SETTING

The items in this part deal with the process by which goals are set for your ABE program.

1. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below should influence the goals and priorities of a local ABE program, given present constraints.

	Desirable Influence on Goals and Priorities						
	Little or None						Great
a. State ABE plan	1	2	3	4	5	6	7
b. General population characteristics	1	2	3	4	5	6	7
c. Expectations of the students	1	2	3	4	5	6	7
d. Relations with school system	1	2	3	4	5	6	7
e. GED exam	1	2	3	4	5	6	7
f. Expectations of the community	1	2	3	4	5	6	7

2. How important should an advisory committee, exclusively concerned with ABE in each area, be considered? Indicate relative importance.

Relative Importance	
High	( )
Medium	( )
Low	( )

3. How important should each of the following functions of an area ABE advisory committee be considered. Indicate relative importance.

	Relative Importance		
	HIGH	MEDIUM	LOW
a. Standard setting	( )	( )	( )
b. Identifying problems	( )	( )	( )
c. Consultation on decision making	( )	( )	( )
d. Identifying resources	( )	( )	( )
e. Assessing program progress	( )	( )	( )
f. Program promotion and advocacy	( )	( )	( )

4. How important <u>should</u> a written statement of goals for the area ABE program be considered? Check one.

Relative Importance	
High	( )
Medium	( )
Low	( )

5. How important is it that all those involved in program implementation <u>should</u> actively participate in an organized discussion for the purpose of setting specific goals for the area ABE program? Check one.

Relative Importance	
High	( )
Medium	( )
Low	( )

6. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of mephasis you feel <u>should</u> be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goals, and so on for all six goals.

ABE Goals	Rank of Importance
a. Increased self-confidence of students	_____
b. Completion of 8th grade certificate	_____
c. Increased competency in language and computational skills	_____
d. Preparation for high school equivalency exam	_____
e. Increased ability to cope woth adult-life roles and problems	_____
f. Prepare students to meet special short-term goals (e.g., complete job application)	_____
g. Other (specify: _____)	_____

7. In each box below, indicate the areas of decision making which <u>should</u> be the responsibility of each staff position included across the top of the matrix in terms of the functions designated in the left column. Write in the number(s) of the areas of decision making listed below the matrix in the appropriate box.

	State DPI	Adult Director	ABE Coordinator	Recruiters	Teachers	Counselors	Co-sponsors	Students	Coordinat School Distric
Setting Standards									
Identifying Problems									
Identifying Resources									
Consultation on Decision-Making									
Power to make Decisions									
Assessing Effectiveness of Decisions									

<u>Areas of Decision Making</u>

No. 1 = Recruiting

No. 2 = Staffing

No. 3 = Instruction

No. 4 = In-Service

No. 5 = Collaboration

STATEWIDE PROGRAM EVALUATION

ABE Coordinator's Questionnaire

Part I BACKGROUND INFORMATION

1. On the average, how many hours per week do you work for your community college or vocational-technical school?

_____hours

2. On the average, how many hours per week do you devote to ABE?

_____hours

3. What proportion of your salary is paid by federal ABE funds?

_____%

4. Excluding released impounded funds, what is your total ABE budget?

_____$

5. Excluding released impounded funds, what percentage of your ABE budget is allocated for:

a. Teacher salaries _____%

b. Your salary _____%

c. Instructional materials _____%

d. Indirect costs _____%

e. Other (specify)_____

_____ _____%

Total: 100%

6. Approximately how many students are currently enrolled in your ABE program at the following grade levels?

a. 0-4 level ____ b. 5-8 level ____ c. 9-12 level ____

7. How many teachers are currently employed by your ABE program?

_____No.

8. To whom do you directly report? (Check one)

a. ( ) Director of Adult Education

b. ( ) A supervisor

c. ( ) Other (specify)_____

_____

9. Approximately what percentage of your ABE classes are located within a 10 mile radius of your office?

_____%

10. Since September 1, 1974, approximately how many times were you able to visit ABE classes located

a. within a 10 mile radius? _____No.

b. outside a 10 mile radius? _____No.

11. Since September 1, 1974, how many times were you able to meet with your teachers as a group? _____No. different teachers
In individual conferences? _____No.

12. Approximately what percent of the students in your program have high school equivalency as their primary objective?

_____%

13. What is the approximate number of adults in your merged area who have

a. Completed less than nine grades of school (0-8)?

_____No.

b. Completed nine or more grades but less than 12?

_____No.

14. Approximately what percentage of your ABE funds come from:

a. Federal ABE allocations _____%

b. State aid and/or local resources _____%

c. Co-sponsors _____%

d. Other sources (specify)

_____

_____ _____%

Total: 100%

15. What formal preparation have you had in adult education? (Check one)

1( ) Completed graduate degree in adult education

2( ) Working on graduate degree in adult education

3( ) Completed one or more college or university credit courses in adult education

4( ) No formal training in adult education

16. How active are you in adult education professional associations?

1( ) Very active
(e.g., usually attend meetings)

2( ) Moderately active
(e.g., attend some meetings)

3( ) Member--not active

4( ) Not a member

17. To which of the following adult education professional associations do you belong?

_____ Iowa Association for Life-Long Learning

_____ NAPCAE

_____ AEA

_____ Other (specify)_____

_____

18. As you look to the next five years or so, how central is adult education to your career plans?

Not Central				Very Central
1	2	3	4	5

19. How would you describe public awareness of your ABE program?

Little or No Awareness				Great Awareness
1	2	3	4	5

20. In your opinion, how supportive of your program has DPI been?

Not Supportive				Very Supportive
1	2	3	4	5

21. Since September 1,1974 how many times has a DPI official visited your ABE program?

_____No.

22. What are the most valuable services derived from a visit by a DPI representative?

Services	Least Value				Most Value
a. monitoring established DPI guidelines	1	2	3	4	5
b. program development assistance	1	2	3	4	5
c. interpreting and supporting your work	1	2	3	4	5
d. assisting in staff development	1	2	3	4	5
e. providing information on current developments in other merged areas	1	2	3	4	5

23. How aware is the director of Adult Education of your program's needs and problems?

Unaware — Very Aware

1 2 3 4 5

24. In your opinion, how supportive of your program has the local Director of Adult Education been?

Not Supportive — Very Supportive

1 2 3 4 5

25. In your opinion, how supportive of your program has the community college or vocational-technical school been?

Not Supportive — Very Supportive

1 2 3 4 5

26. In the day-to-day operation of your program, what things concern you most? (Describe briefly in the space below)

Part II RECRUITMENT

27. Listed below are several methods that can be used to recruit students. Indicate how much emphasis, in general, is placed on each method for recruiting ABE students in your program.

Recruitment Method	Little or No Emphasis				Great Emphasis
a. Mass media publicity	1	2	3	4	5
b. Door-to-door canvassing	1	2	3	4	5
c. Referrals from agencies (e.g., employment, welfare)	1	2	3	4	5
d. Word-of-mouth	1	2	3	4	5
e. Co-sponsoring classes with community groups and organizations	1	2	3	4	5
f. Cooperation with local public schools	1	2	3	4	5
g. Other (specify)_____					
_____	1	2	3	4	5

28. Do you believe that different recruitment methods are needed to effectively reach different target groups

( ) Yes

( ) No

29. If you answered "Yes" to Question 28, please answer this question. If you answered "No," please skip to Question 30. Below is a matrix with priority target groups listed at the left side. At the top of the matrix are listed several recruitment methods. For each priority group listed, indicate in the spaces to the right how much emphasis should be given to each recruitment method for recruiting persons in that group. Use the number 1 to designate Great Emphasis, 2 to designate Moderate Emphasis, and 3 to designate Little or No Emphasis. Note that every space in the matrix should contain a number (1, 2, or 3).

Recruitment Methods

Priority Target Groups	Door to Door Canvassing	Mass Media Publicity	Referral from Agencies	Co-Sponsored Classes	Word of Mouth	Cooperation with Public Schools
Grades 0-4						
5-8						
9-12						

30. Of the ABE students who enrolled in the first week of classes about what percentage were still regularly in attendance by the sixth week of class?

_____%

31. How much emphasis do you currently place on paid recruiters (regardless of source of funds) to recruit students for your ABE program?

Little or No Emphasis				Great Emphasis
1	2	3	4	5

32. What priority do you assign to recruiting students from the following groups?

	Recruitment Priority				
	Little or No Priority				Great Priority
a. Young adults	1	2	3	4	5
b. Minorities	1	2	3	4	5
c. Migrants	1	2	3	4	5
d. Institutionalized adults	1	2	3	4	5
e. Males	1	2	3	4	5
f. Unemployed	1	2	3	4	5
g. 0-4 level	1	2	3	4	5
h. 5-8 level	1	2	3	4	5
i. 9-12 level	1	2	3	4	5
j. Rural adults	1	2	3	4	5
k. Urban adults	1	2	3	4	5

33. Is your current enrollment as high as budgetary resources permit?

( ) Yes

( ) No

34. During the past year, to what extent has your program experienced difficulty in recruiting the kinds of students you want to reach?

Little or No Difficulty				Great Difficulty
1	2	3	4	5

35. What percentage of your ABE teachers have recruitment responsibilities?

_____%

36. On the average, about how many hours does the typical staff member spend on recruitment each week?

Staff Category	Hours per Week
Teacher	_____
Aide (paraprofessional)	_____
Counselor	_____
ABE Coordinator	_____
Director of Adult Education	_____
Other (specify)_____	
_____	_____

37. Approximately what proportion of your ABE budget and of your own administrative time is normally allocated for recruitment of ABE students? (Exclude released impounded funds)

Budget _____%

Administrative Time _____%

Part III STAFFING

38. To what extent do you take the following criteria into account in selecting teachers for ABE classes?

Staffing Criteria	Little or No Extent				Great Extent
a. A teaching certificate	1	2	3	4	5
b. Experience teaching adults	1	2	3	4	5
c. Sex	1	2	3	4	5
d. Age	1	2	3	4	5
e. Minority background	1	2	3	4	5
f. Elementary teaching experience	1	2	3	4	5
g. Formal training in adult education	1	2	3	4	5
h. Personality	1	2	3	4	5
i. Commitment to ABE	1	2	3	4	5
j. Counseling experience	1	2	3	4	5

39. This question concerns what the composition of your instructional staff is in terms of age, sex, ethnicity, and training. If you have a certain proportion of teachers in a given category, e.g.,

	Teachers	Aides
Age		
Under 35	_____%	_____%
35-49	_____%	_____%
50 or more	_____%	_____%
Sex		
Male	_____%	_____%
Female	_____%	_____%
Ethnicity		
Black	_____%	_____%
White	_____%	_____%
Hispano-American	_____%	_____%
Other (specify)___		
_____	_____%	_____%
Training		
Elementary Education (K-6)	_____%	_____%
Secondary Education	_____%	_____%
Other Education Training (specify)		
a. _____	_____%	_____%
b. _____	_____%	_____%
No prior preparation in education	_____%	_____%

60. How much influence does each of the following have on the initial decision to employ an ABE teacher?

	Little or No Influence				Great Influence
a. ABE coordinator	1	2	3	4	5
b. ABE teachers	1	2	3	4	5
c. ABE students	1	2	3	4	5
d. Director of Adult Education	1	2	3	4	5
e. Local School District AE Coordinator	1	2	3	4	5
f. Co-sponsor	1	2	3	4	5

61. How much influence does each of the following have on the decision to retain an ABE teacher?

	Little or No Influence				Great Influence
a. ABE coordinator	1	2	3	4	5
b. ABE teachers	1	2	3	4	5
c. ABE students	1	2	3	4	5
d. Director of Adult Education	1	2	3	4	5
e. Local school district AE coordinator	1	2	3	4	5
f. Co-sponsor	1	2	3	4	5

62. Do you make any effort to recruit ABE teachers from outside the local public school system?

( ) Yes

( ) No

43. In overall performance some teachers and aides are clearly superior to others in the ABE program. About what proportion of your ABE instructional staff are:

Performance	Teachers	Aides
a. Excellent	_____	_____
b. Very good	_____	_____
c. Good	_____	_____
d. Fair	_____	_____
e. Poor	_____	_____
Total:	100%	100%

44. Not all teachers are equally satisfied with their work in ABE. About what proportion of your ABE teachers are:

Satisfaction	Proportion
a. Very satisfied	_____
b. Moderately satisfied	_____
c. Dissatisfied	_____
Total:	100%

45. What is your annual rate of ABE teacher turnover?

_____%

46. How important to your ABE program are aides and volunteers?

Unimportant				Very Important
1	2	3	4	5

47. Who follows up the students who drop out of the ABE program before their objectives are met? (Check all that apply)

_____ a. Teacher

_____ b. Aide or volunteer

_____ c. Counselor

_____ d. Recruiter

_____ e. Coordinator

_____ f. Co-sponsor

Part IV INSTRUCTION

48. Of the instructional materials used in your ABE class(es), about what proportion are

a. Used as commercially published _____%

b. Adapted by teachers from commercially published materials _____%

c. Developed by teachers _____%

d. Developed by local cooperative effort _____%

Total: 100%

49. What percentage of your ABE classes are conducted in each of the following types of locations?

a. Clustered classes held in a center day and evening _____%

b. Scattered classes in school buildings, after school _____%

c. Scattered outreach classes in facilities of co-sponsors _____%

d. Outreach classes in facilities of community organizations _____%

e. Other (specify)_____

_____ _____%

100%

50. In every program, someone has primary responsibility for orienting new students. In your program, who has this responsibility? (Check one)

1( ) ABE Coordinator

2( ) AE Director

3( ) Teacher

4( ) Counselor

5( ) Aide or volunteer

6( ) Paid recruiters

7( ) School district AE coordinator

8( ) Other students

51. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence are the various assessment methods suggested below used? Indicate sequence by writing in the number 1 for the first method used, 2 for the second, and so on for as many of the methods below which are used.

Assessment Method	Sequence
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Previous records	_____
e. No preference (check)	_____

52. Who makes the initial assessment of student achievement level? (Check one)

1( ) Counselor

2( ) Coordinator

3( ) Teacher

4( ) Aide or volunteer

53. Regarding the administration of diagnostic placement tests, when are these tests usually administered? (Check one)

1( ) Never

2( ) At time of enrollment

3( ) Sometime after enrollment

54. If you do use standardized achievement tests, which ones do you use in normal practice?

_____

_____

_____

_____

_____

55. What emphasis is placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis				Great Emphasis
a. Evaluate student progress in program	1	2	3	4	5
b. Place students in class	1	2	3	4	5
c. Refer students to other programs, employers, etc.	1	2	3	4	5
d. Counsel students	1	2	3	4	5
e. Prepare reports for ABE coordinator	1	2	3	4	5

56. To what degree are the following sources of information emphasized for evaluating student progress? Assign 1 to the source which is emphasized most, 2 to the next most important source, and 3 to the least important source.

Source of Information	Order of Emphasis
a. Teacher developed classroom tests	_____
b. Standardized achievement tests	_____
c. Teacher observation	_____

57. In regard to periodic reviews of student progress, which of the following procedures receives priority? Indicate order of priority by assigning assigning 1 to the highest priority procedure, 2 to the next highest priority procedure , and 3 to the lowest priority procedure.

Procedure for Reviewing Student Progress	Order of Priority
a. Summary review by teacher	_____
b. Staff conference	_____
c. Teacher-student conference	_____

58. If standardized achievement tests are used to evaluate student progress, are they administered at regular intervals?

1( ) Yes

2( ) No

59. (If yes), at what intervals are they administered?

1( ) Every 100 hours of instruction

2( ) Every 150 hours of instruction

3( ) Every 200 hours of instruction

60. What emphasis is given to various ABE subjects? Rank order importance by numbering most important 1, least important 6.

	Rank in Order of Emphasis
a. Reading, writing and communication skills	_____
b. Mathematics	_____
c. Health education	_____
d. Consumer education	_____
e. Social studies, civics	_____
f. Coping (how to apply for a job, obtain legal assistance, deal with landlords, socialization)	_____

61. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis is placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis				Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5
b. Group students with similar problems or interests together	1	2	3	4	5
c. Send students to independent learning center or similar facility	1	2	3	4	5
d. Make individual reading, writing, or math assignments	1	2	3	4	5
e. Use programmed materials	1	2	3	4	5
f. Tutor outside classroom	1	2	3	4	5

62. There are many ways in which a student can participate in the instructional process. To what extent do students participate in their instruction in each of the following ways. Rank order the six types of participation listed below by frequency of use. Assign 1 to the type of participation that is used most frequently, 2 to the type that is used next most frequently, and so on for all six options.

Type of Participation	Rank Order by Frequency of Use
a. Pairs or small groups of students practice skills together	_____
b. Small groups participate in discussion and problem solving	_____
c. Use of simulated learning situations (e.g., games, role playing)	_____
d. Through planning and evaluating their educational experiences	_____
e. Through one-to-one instructional interaction with teacher	_____
f. Through use of programmed materials	_____

63. Are aides currently assigned to any of your ABE classrooms?

1( ) Yes

2( ) No

64. (If aide), about what proportion of the aide's time is spent performing the following duties?

Aide Duties	% of Time
a. Clerical	_____%
b. Housekeeping	_____%
c. Instructional	_____%
d. Counseling	_____%
e. Recruiting	_____%
f. Childcare	_____%
Total:	100%

65. (If aide), what proportion of the aide's instructional time is spent working with students in the following ways (if the aide performs an instructional role)?

Aide Instructional Roles	% of Time
a. Individual tutoring	_____%
b. Working with small groups	_____%
c. Teaching class as a whole	_____%
d. Other (specify)_____	
_____	_____%
Total:	100%

66. In addition to performing an instructional role, teachers may help students with personal and vocational problems. In your program, how important is it for teachers to help students with personal and vocational problems?

Not Important				Very Important
1	2	3	4	5

67. Is an independent learning center or similar self-instructional facility available to your ABE students?

1( ) Yes

2( ) No

(If no, skip to Question 69)

68. What part does an independent learning center or similar facility play in the instruction of your students? (Check all that apply)

1( ) None

2( ) Provides remedial work for students referred by teacher

3( ) Provides diagnostic services for new ABE students

4( ) Provides instruction in designated content areas or skills as an integral part of curriculum

5( ) Provides individualized services for students who request them

6( ) Provides periodic testing of student achievement

69. What patterns of student contact with the teacher prevail in the ABE classroom? Assign 1 to the pattern of contact which receives the most emphasis, 2 to the pattern which receives the next most emphasis, and so on for all five patterns of contact.

Pattern of Contact	Rank Order of Emphasis
a. Instructor rotates at random	_____
b. Instructor rotates among students according to a pre-established plan	_____
c. Instructor comes to student at student's initiative	_____
d. Student comes to instructor at instructor's initiative	_____
e. Student comes to instructor at student's initiative	_____

Part V IN-SERVICE EDUCATION

70. Approximately how many dollars and what proportion of operating funds are required for you to do an acceptable job of providing in-service education for your staff (local teacher training, quadrant, statewide activity, etc.)?

_____$ _____%

71. What proportion of your ABE budget and your administrative time is allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

a. Budget _____% b. Time _____%

72. For each staff category that follows, what is the proportion of the total in that category who attendeded an in-service workshop, university course, or conference during the past year?

Staff Category	Percentage That Attended
a. Teachers and Counselors	_____%
b. Aides	_____%
c. Coordinators	_____%
d. Others (specify)_____	_____%

73. What criteria are used to select participants for in-service education (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

_____

_____

_____

74. In-service education can take several forms. Rank order the forms listed below according to the degree of emphasis they are given in your program. Number the most important 1, the least important 6.

	Rank Order of Emphasis
a. Novice-master assignment	_____
b. Coaching by coordinator or supervisor	_____
c. Workshops and conferences conducted by your local ABE program	_____
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	_____
e. Participation in university courses (on or off campus)	_____
f. Class visitation	_____

75. On the average, how many days do persons in each staff category devote to participation in in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	First Year	Subsequent Years
a. Teachers and Counselors	_____days	_____days
b. Aides	_____days	_____days
c. Coordinators	_____days	_____days
d. Directors	_____days	_____days
e. Others (specify)_____		
_____	_____days	_____days

76. What categories of staff perform the main functions in planning and conducting local in-service education (e.g., appraisal of needs, setting objectives)? For each of the functions listed below, indicate which staff members have major responsibility by placing the appropriate numbers preceding each staff category in the blank space following the function (e.g., a. - 3, 4, 6).

In-Service Functions		Staff Category
a. Appraisal of needs	_____	1. State staff
b. Setting objectives	_____	2. Director
c. Identifying resources	_____	3. Coordinator
d. Organizing program	_____	4. Teacher
e. Conducting program	_____	5. Counselor
f. Evaluating program	_____	6. Co-sponsor
g. Following up on learning gains	_____	7. Other (specify) _____

77. What incentives are most important in encouraging participation in your in-service education program? Indicate rank order (number most important 1, least important 6).

a. Required attendance _____

b. Extra pay _____

c. Expenses paid _____

d. Released teaching time _____

e. Academic credit _____

f. Conducted locally _____

78. Do aides receive pre-service or in-service training?

( ) Yes

( ) No

If yes, do teachers and aides attend these training sessions together?

( ) Yes

( ) No

79. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities sponsored by or provided for your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column (all 16 items) to indicate your estimate of the priority of need for most ABE teachers in your program at the present time.

In-Service Topics	Past Emphasis on In-Service Education None				High	Current Priority for In-Service Need Low				High
a. ABE program orientation: Objectives, procedures, current developments, plans, reports	1	2	3	4	5	1	2	3	4	5
b. Differences in teaching adults and children	1	2	3	4	5	1	2	3	4	5
c. Philosophy of adult education	1	2	3	4	5	1	2	3	4	5
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	1	2	3	4	5
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5	1	2	3	4	5
f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5	1	2	3	4	5
g. Instructional materials and aides: selecting, adapting, and using	1	2	3	4	5	1	2	3	4	5
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	1	2	3	4	5
i. Class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5	1	2	3	4	5

79. (Continued)

	Past Emphasis on In-Service Education					Current Priority for In-Service Need				
	None				High	Low				High
j. Counseling students in academic or personal matters	1	2	3	4	5	1	2	3	4	5
k. Working with aides and volunteers	1	2	3	4	5	1	2	3	4	5
l. Student recruitment and retention	1	2	3	4	5	1	2	3	4	5
m. Individualizing instruction	1	2	3	4	5	1	2	3	4	5
n. Improving human relations: teacher-student	1	2	3	4	5	1	2	3	4	5
o. Improving staff relationships within ABE	1	2	3	4	5	1	2	3	4	5
p. Teaching "coping" skills	1	2	3	4	5	1	2	3	4	5

80. To what extent has each of the following been an important outcome of in-service education? Rank order by assigning 1 to the outcome which has been achieved to the greatest extent, 5 to the outcome which has been achieved to the least extent.

Outcomes of In-Service Education	Rank Order
a. Improved human relations skills and sensitivities	_____
b. Better selection, organization, and evaluation of content	_____
c. More effective individualization of instruction	_____
d. Greater effectiveness in recruiting and orienting new students	_____
e. Higher staff morale	_____

Part VI COLLABORATION

81. How great a priority does your ABE program place on the development of collaborative relationships within your community?

Minimal Priority				Great Priority
1	2	3	4	5

82. During the past year, have you employed staff members whose responsibility is to act as a liaison between the ABE program and the community?

( ) Yes

( ) No

(If yes), how many (full-time equivalent)? _____ f.t.e.

83. (If yes), listed below are several functions commonly performed by liaison personnel. Rank the importance of these liaison functions for your own program by writing the number 1 in the space next to the most important function, and so on for all functions listed. Add any other functions performed by liaison personnel in your program.

Liaison Functions	Rank in Order of Importance
a. Recruiting students	_____
b. Following up dropouts	_____
c. Providing feedback on the success of the ABE program in the community	_____
d. Establishing co-sponsorship	_____
e. Other (specify)_____	_____

84. Have you or your staff experienced any major conflict or problems in working with other organizations that co-sponsor classes or refer students?

( ) Yes

( ) No

85. (If yes), describe the major problems in working relationships and why they seem to occur.

86. During the past year, to what extent has your program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

Little or No Extent				Great Extent
1	2	3	4	5

87. How important to your program is each of the following agencies as a co-sponsor or source of student referral? (Circle appropriate number)

		Importance		
		Low	Medium	High
a.	Social service	1	2	3
b.	Public and private schools	1	2	3
c.	Public health organizations	1	2	3
d.	CAP agencies	1	2	3
e.	Employment agencies	1	2	3
f.	Churches	1	2	3
g.	Business and industry	1	2	3
h.	Institutions (county homes, hospitals)	1	2	3
i.	University extension	1	2	3

88. Co-sponsored classes may terminate for any number of reasons. Rank the following reasons for terminating according to their frequency in your own program by writing 1 in the space next to the most frequent reason for termination, 2 next to the second most frequent reason, and so on for all reasons listed. Add any other reasons why co-sponsored classes are terminated in your program.

Reason for Termination	Rank in Order of Frequency
a. Enrollment declines below the minimum needed to continue class	_____
b. The educational needs of the co-sponsor are met and classes are no longer needed	_____
c. A teacher cannot be found to instruct the class	_____
d. The co-sponsor makes demands on the program that are too costly to meet	_____
e. Other (specify)_____	
_____	_____

39. Listed below are some benefits that ABE programs may gain from co-sponsorship of classes and collaboration with agencies that refer students. How important are the benefits that your program receives from collaboration?

Benefits of Collaboration	Minimally Important				Very Important
a. Recruitment of students through co-sponsored classes	1	2	3	4	5
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation)	1	2	3	4	5
c. Extension of ABE to hard-to-reach segments of the target population through co-sponsored classes	1	2	3	4	5
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	1	2	3	4	5
e. Obtaining additional operating funds through co-sponsorship arrangements	1	2	3	4	5
f. Provision of feedback about your program through interaction with collaborating organizations	1	2	3	4	5
g. Increased community support for ABE through collaboration with other organizations	1	2	3	4	5
h. Provision for feedback about students from collaborating agencies	1	2	3	4	5

90. Listed below are six disadvantages sometimes incurred by ABE programs as a result of co-sponsorship of classes and collaboration with agencies that refer students. To what extent has your program experienced each of these disadvantages?

Disadvantages of Collaboration	Minimal Extent				Great Extent
a. Loss of program flexibility as a result of collaboration	1	2	3	4	5
b. Decrease in administrative autonomy as a result of collaboration	1	2	3	4	5
c. Collaboration results in serving students not representative of target population the program is trying to reach	1	2	3	4	5
d. Increase in unit cost (per instructional hour) as a result of collaboration	1	2	3	4	5
e. More of your time than desirable spent on arranging for and administering collaborative efforts	1	2	3	4	5
f. Interference in the operation of your ABE program	1	2	3	4	5

91. Approximately what percentage of your ABE classes are co-sponsored?

_____%

Part VII GOAL SETTING

92. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below influences the goals and priorities of your local ABE program.

Factor	Influence on Goals and Priorities: Little or None				Great
a. State ABE plan	1	2	3	4	5
b. General population characteristics	1	2	3	4	5
c. Expectations of the students	1	2	3	4	5
d. Relations with community college/ voc.-tech. system	1	2	3	4	5
e. GED exam	1	2	3	4	5
f. Expectations of community	1	2	3	4	5

93. Do you currently have an active advisory committee exclusively concerned with ABE?

( ) Yes

( ) No

94. (If yes), how important to your program is each of the following functions of your area ABE advisory committee?

Committee Functions	Importance: Low	Medium	High
a. Standard setting	1	2	3
b. Identifying problems	1	2	3
c. Consultation on decision making	1	2	3
d. Identifying resources	1	2	3
e. Assessing program progress	1	2	3
f. Program promotion and advocacy	1	2	3

95. Have the goals and objectives of your ABE program been formulated in writing?

( ) Yes

( ) No

96. How important is it that all those involved in program implementation actively participate in an organized discussion for the purpose of setting specific goals for the area ABE program? (Check one)

Importance

( ) High

( ) Medium

( ) Low

97. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis actually placed on them by writing 1 in the space next to the most important goal, 2 next to the second most important goal, and so on for all six goals.

ABE Goals	Rank in Order of Importance
a. Increased self-confidence of students	_____
b. Completion of 8th grade level	_____
c. Increased competency in language and computational skills	_____
d. Preparation for high school equivalency exam	_____
e. Increased ability to cope with adult-life roles and problems	_____
f. Prepare students to meet special short-term goals (e.g., prepare for civil service exam)	_____

98. In each box below, indicate the areas of decision-making which are the responsibility of each staff position included across the top of the matrix in terms of the functions designated in the left column. Write in the number(s) of the Areas of Decision Making listed below the matrix in the appropriate box.

	State DPI	Adult Director	ABE Coordinator	Recruiters	Teachers	Co-sponsors	Students	School District Coordinator
Setting Standards								
Identifying Problems								
Identifying Resources								
Consultation on Decision-Making								
Power to make Decisions								
Assessing Effectiveness of Decisions								

Areas of Decision Making

No. 1 = Recruiting

No. 2 = Staffing

No. 3 = Instruction

No. 4 = In-Service

No. 5 = Collaboration

THANK YOU !

Form A: Intended Practice

ABE Teacher's Questionnaire

1. Are you employed full-time (20 or more hours per week) or part-time in adult basic education (ABE)?

   1( ) Part-time

   2( ) Full-time

2. (If part-time), what is your full-time occupation?

   1( ) Elementary school teacher (K-6)

   2( ) Secondary school teacher (7-12)

   3( ) Homemaker

   4( ) Other (specify)_____

   _____

3. (If full-time), what was your last full-time position?

   1( ) Elementary school teacher (K-6)

   2( ) Secondary school teacher (7-12)

   3( ) Homemaker

   4( ) Other (specify)_____

   _____

4. What type of class(es) do you currently teach?

   1( ) English as a second language (ESL)

   2( ) High school completion (9-12)

   3( ) Basic education for native born (0-8)

   4( ) Both high school completion and basic education

   5( ) Other (specify)_____

   _____

Form B: Current Practice

ABE Teacher's Questionnaire

1. Are you employed full-time (20 or more hours per week) or part-time in adult basic education (ABE)?

   1( ) Part-time

   2( ) Full-time

2. (If part-time), what is your full-time occupation?

   1( ) Elementary school teacher (K-6)

   2( ) Secondary school teacher (7-12)

   3( ) Homemaker

   4( ) Other (specify)_____

   _____

3. (If full-time), what was your last full-time position?

   1( ) Elementary school teacher (K-6)

   2( ) Secondary school teacher (7-12)

   3( ) Homemaker

   4( ) Other (specify)_____

   _____

4. What type of class(es) do you currently teach?

   1( ) English as a second language (ESL)

   2( ) High school completion (9-12)

   3( ) Basic education for native born (0-8)

   4( ) Both high school completion and basic education

   5( ) Other (specify)_____

   _____

5. Do you teach mostly beginning, intermediate, or advanced level students?

1( ) Beginning level (0-4)

2( ) Intermediate level (5-8)

3( ) Advanced level (9-12)

4( ) Mixed (more than one level)

6. What time of day do you teach in ABE?

1( ) Day (before 5 p.m.)

2( ) Evening

3( ) Both day and evening

7. In what type of facility is your ABE class held?

1( ) Public school building

2( ) Community college building

3( ) Industrial plant, business, hospital or other employer of students

4( ) Church or community organization facility

5( ) Other, including several facilities (specify)_____

_____

8. As of June, 1975, about how many years of ABE teaching experience will you have had?

_____Years

- 4 -

5. Do you teach mostly beginning, intermediate, or advanced level students?

1( ) Beginning level (0-4)

2( ) Intermediate level (5-8)

3( ) Advanced level (9-12)

4( ) Mixed (more than one level)

6. What time of day do you teach in ABE?

1( ) Day (before 5 p.m.)

2( ) Evening

3( ) Both day and evening

7. In what type of facility is your ABE class held?

1( ) Public school building

2( ) Community college building

3( ) Industrial plant, business, hospital or other employer of students

4( ) Church or community organization facility

5( ) Other, including several facilities (specify)_____

_____

8. As of June, 1975, about how many years of ABE teaching experience will you have had?

_____Years

9. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis you feel should be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for all six goals. Note that goals that should be emphasized may not necessarily be emphasized in actual practice.

ABE Goals	Rank in Order of Importance
a. Increased self-confidence of students	
b. Completion of 8th grade level	
c. Increased competency in language and computational skills	
d. Preparation for high school equivalency exam	
e. Increased ability to cope with adult life roles and problems	
f. Achievement of individual short-term goals (e.g., prepare for civil service exam)	

10. What emphasis should be given to various ABE subjects? Rank order importance by numbering most important 1, next most important 2, and so on for all six subjects.

	Rank in Order of Importance
a. Reading, writing, and communication skills	
b. Mathematics	
c. Health education	
d. Consumer education	
e. Social studies, civics	
f. Coping (e.g., how to apply for a job, obtain legal assistance, deal with landlords, socialization)	

- 5 -

9. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis that you actually place on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for all six goals.

ABE Goals	Rank in Order of Importance
a. Increased self-confidence of students	
b. Completion of 8th grade level	
c. Increased competency in language and computational skills	
d. Preparation for high school equivalency exam	
e. Increased ability to cope with adult life roles and problems	
f. Achievement of individual short-term goals (e.g., prepare for civil service exam)	

10. What emphasis do you give to various ABE subjects? Rank order importance by numbering most important 1, next most important 2, and so on for all six subjects.

	Rank in Order of Importance
a. Reading, writing, and communication skills	
b. Mathematics	
c. Health education	
d. Consumer education	
e. Social studies, civics	
f. Coping (e.g., how to apply for a job, obtain legal assistance, deal with landlords, socialization)	

11. Below is a list of factors which may interfere with teaching and learning in ABE. To what degree, if any, does each of the factors listed interfere with teaching and learning in your own classroom?

	Little or No Interference				Great Interference
a. Irregular attendance	1	2	3	4	5
b. Class too large	1	2	3	4	5
c. Poor screening of students	1	2	3	4	5
d. Too much variation in student skill and/or ability levels	1	2	3	4	5
e. Low academic ability	1	2	3	4	5
f. Lack of motivation	1	2	3	4	5
g. Poor instructional materials	1	2	3	4	5
h. Continuous enrollment of new students	1	2	3	4	5

12. Please circle the one factor above that most interferes with teaching and learning in your ABE classroom.

13. In your judgment, approximately what proportion of your current ABE students are making satisfactory progress in class

1( ) 0-24%

2( ) 25-49%

3( ) 50-74%

4( ) 75-100%

106

- 6 -

11. Below is a list of factors which may interfere with teaching and learning in ABE. To what degree, if any, does each of the factors listed interfere with teaching and learning in your own classroom?

	Little or No Interference				Great Interference
a. Irregular attendance	1	2	3	4	5
b. Class too large	1	2	3	4	5
c. Poor screening of students	1	2	3	4	5
d. Too much variation in student skill and/or ability levels	1	2	3	4	5
e. Low academic ability	1	2	3	4	5
f. Lack of motivation	1	2	3	4	5
g. Poor instructional materials	1	2	3	4	5
h. Continuous enrollment of new students	1	2	3	4	5

12. Please circle the one factor above that most interferes with teaching and learning in your ABE classroom.

13. In your judgment, approximately what proportion of your current ABE students are making satisfactory progress in class

1( ) 0-24%

2( ) 25-49%

3( ) 50-74%

4( ) 75-100%

14. Listed below are a number of characteristics sometimes attributed to ABE students. Please indicate the approximate proportion of your current students to which each characteristic applies.

	Proportion of My Students with Characteristics			
	0-24%	25-49%	50-74%	75-100%
a. Highly motivated	1	2	3	4
b. Lack of self-confidence	1	2	3	4
c. Warm and friendly	1	2	3	4
d. Resent authority	1	2	3	4
e. Unrealistic expectations of time and effort required	1	2	3	4
f. Hypersensitive to criticism	1	2	3	4
g. Work hard in class	1	2	3	4
h. Low intellectual ability	1	2	3	4
i. Hard-core poor	1	2	3	4

10.

- 7 -

14. Listed below are a number of characteristics sometimes attributed to ABE students. Please indicate the approximate proportion of your current students to which each characteristic applies.

	Proportion of My Students with Characteristics			
	0-24%	25-49%	50-74%	75-100%
a. Highly motivated	1	2	3	4
b. Lack of self-confidence	1	2	3	4
c. Warm and friendly	1	2	3	4
d. Resent authority	1	2	3	4
e. Unrealistic expectations of time and effort required	1	2	3	4
f. Hypersensitive to criticism	1	2	3	4
g. Work hard in class	1	2	3	4
h. Low intellectual ability	1	2	3	4
i. Hard-core poor	1	2	3	4

15. We are interested in your feelings concerning administrative-supervisory aspects of ABE. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree				Strongly Agree
a. The ABE coordinator is aware of my most important problems as a classroom teacher	1	2	3	4	5
b. I get little feedback from the coordinator on how well I am doing my job	1	2	3	4	5
c. The coordinator relies mostly on attendance figures to judge my performance	1	2	3	4	5
d. I get little help with classroom problems from the coordinator	1	2	3	4	5
e. I have a great deal of autonomy in the classroom	1	2	3	4	5
f. Teacher morale is high in this ABE program	1	2	3	4	5
g. The ABE administration does a good job supplying the necessary support services and materials	1	2	3	4	5
h. The ABE administration does not provide adequate in-service education	1	2	3	4	5

16. Since September 1, 1976, how many times have you met with the ABE coordinator:

a. In an individual conference? _____ Number of times

b. With a group of ABE teachers? _____ Number of times

17. Approximately what percentage of your enrolled students are absent at any one class meeting?

_____ Percent

- 8 -

15. We are interested in your feelings concerning administrative-supervisory aspects of ABE. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree				Strongly Agree
a. The ABE coordinator is aware of my most important problems as a classroom teacher	1	2	3	4	5
b. I get little feedback from the coordinator on how well I am doing my job	1	2	3	4	5
c. The coordinator relies mostly on attendance figures to judge my performance	1	2	3	4	5
d. I get little help with classroom problems from the coordinator	1	2	3	4	5
e. I have a great deal of autonomy in the classroom	1	2	3	4	5
f. Teacher morale is high in this ABE program	1	2	3	4	5
g. The ABE administration does a good job supplying the necessary support services and materials	1	2	3	4	5
h. The ABE administration does not provide adequate in-service education	1	2	3	4	5

16. Since September 1, 1976, how many times have you met with the ABE coordinator.

a. In an individual conference? _____ Number of times

b. With a group of ABE teachers? _____ Number of times

17. Approximately what percentage of your enrolled students are absent at any one class meeting?

_____ Percent

18. Many adults drop out of ABE before achieving their objectives. Of the students who enrolled in the first week of classes, about what percentage were still regularly in attendance in your classes(es) by the sixth week?

_____ Percent

19. Of the instructional materials used in your ABE class(es), about what proportion should be:

a. Used as commercially published _____%

b. Adapted by you from commercially published materials _____%

c. Developed by you _____%

d. Developed by local cooperative effort _____%

Total: 100%

20. In every program, someone has primary responsibility for orienting new students. In your program, who should have this responsibility? (Check one)

1( ) ABE Coordinator

2( ) AE Director

3( ) Teacher

4( ) Counselor

5( ) Aide or volunteer

6( ) Paid recruiters

7( ) School district AE coordinator

8( ) Other students

- 9 -

18. Many adults drop out of ABE before achieving their objectives. Of the students who enrolled in the first week of classes last fall, about what percentage were still regularly in attendance in your class(es) by the sixth week?

_____ Percent

19. Of the instructional materials used in your ABE class(es), about what proportion are:

a. Used as commercially published _____%

b. Adapted by you from commerically published materials _____%

c. Developed by you _____%

d. Developed by local cooperative effort _____%

Total: 100%

20. In every program, someone has primary responsibility for orienting new students. In your program, who has this responsibility? (Check one)

1( ) ABE Coordinator

2( ) AE Director

3( ) Teacher

4( ) Counselor

5( ) Aide or volunteer

6( ) Paid recruiters

7( ) School district AE coordinator

8( ) Other students

21. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence should the various assessment methods suggested below be used? Indicate desired sequence by writing in the number 1 for the first method to be used, 2 for the second, and so on for as many of the methods below as you feel should be used.

Assessment Method	Sequence
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Previous records	_____
e. No preference (Check)	_____

22. Who should make the initial assessment of student achievement level? (Check one)

1( ) Counselor

2( ) Coordinator

3( ) Teacher

4( ) Aide or volunteer

23. Regarding the administration of diagnostic placement tests, when in normal practice should these tests be administered? (Check one)

1( ) Never

2( ) At time of enrollment

3( ) Sometime after enrollment

24. To what degree should the following sources of information be emphasized for evaluating student progress? Assign 1 to the source which should be emphasized most, 2 to the next most important source, and 3 to the least important source.

Source of Information	Order of Emphasis
a. Teacher developed classroom tests	_____
b. Standardized achievement tests	_____
c. Teacher observation	_____

21. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence are the various assessment methods suggested below used? Indicate sequence by writing in the number 1 for the first method used, 2 for the second, and so on for as many of the methods below as are actually used.

Assessment Method	Sequence
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Previous records	_____
e. No preference (Check)	_____

22. Who makes the initial assessment of student achievement level? (Check one)

1( ) Counselor

2( ) Coordinator

3( ) Teacher

4( ) Aide or volunteer

23. Regarding the administration of diagnostic placement tests, when in normal practice are these tests administered? (Check one)

1( ) Never

2( ) At time of enrollment

3( ) Sometime after enrollment

24. To what degree are the following sources of information emphasized for evaluating student progress? Assign 1 to the source which is emphasized most, 2 to the next most important source, and 3 to the least important source.

Source of Information	Order of Emphasis
a. Teacher developed classroom tests	_____
b. Standardized achievement tests	_____
c. Teacher observation	_____

25. In regard to periodic reviews of student progress, which of the following procedures should receive priority? Indicate order of priority by assigning 1 to the highest priority procedure, 2 to the next highest priority procedure, and 3 to the lowest priority procedure.

Procedure for Reviewing Student Progress	Order of Priority
a. Summary review by teacher	_____
b. Staff conference	_____
c. Teacher-student conference	_____

26. What emphasis do you feel should be placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis				Great Emphasis
a. Evaluate student progress in program	1	2	3	4	5
b. Place students in class	1	2	3	4	5
c. Refer students to other programs, employers, etc.	1	2	3	4	5
d. Counsel students	1	2	3	4	5
e. Prepare reports for ABE coordinator	1	2	3	4	5

27. If standardized achievement tests are used to evaluate student progress, should they be administered at regular intervals?

1( ) Yes

2( ) No

28. (If yes), at what intervals should they be administered?

1( ) Every 100 hours of instruction

2( ) Every 150 hours of instruction

3( ) Every 200 hours of instruction

- 11 -

25. In regard to periodic reviews of student progress, which of the following procedures receives priority? Indicate order of priority by assiging 1 to the highest priority procedure, 2 to the next highest priority procedure, and 3 to the lowest priority procedure.

Procedure for Reviewing Student Progress	Order of Priority
a. Summary review by teacher	_____
b. Staff conference	_____
c. Teacher-student conference	_____

26. What emphasis is placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis				Great Emphasis
a. Evaluate student progress in program	1	2	3	4	5
b. Place students in class	1	2	3	4	5
c. Refer students to other programs, employers, etc.	1	2	3	4	5
d. Counsel students	1	2	3	4	5
e. Prepare reports for ABE coordinator	1	2	3	4	5

27. If standardized achievement tests are used to evaluate student progress, are they administered at regular intervals?

1( ) Yes

2( ) No

28. (If yes), at what intervals are they administered?

1( ) Every 100 hours of instruction

2( ) Every 150 hours of instruction

3( ) Every 200 hours of instruction

29. There are many ways in which students can participate in the instructional process. To what extent <u>should</u> students participate in their instruction in each of the following ways. Rank order the six types of participation listed below by recommended frequency of use. Assign 1 to the type of participation that should be used most frequently, 2 to the type that should be used next most frequently, and so on for all six options.

Type of Participation	Rank Order by Recommended Frequency of Use
a. Pairs or small groups of students practice skills together	_____
b. Small groups participate in discussion and problem solving	_____
c. Use of simulated learning situations (e.g., games, role playing)	_____
d. Through planning and evaluating their educational experiences	_____
e. Through one-to-one instructional interaction with teacher	_____
f. Through use of programmed materials	_____

30. Is an aide currently assigned to your ABE classroom?

1( ) Yes

2( ) No

<u>If no aide</u>, <u>skip to question 34</u>.

31. (If aide), is your current aide

1( ) A volunteer

2( ) A paid paraprofessional

3( ) Other (specify)_____

_____

29. There are many ways in which students can participate in the instructional process. To what extent do your students participate in their instruction in each of the following ways? Rank order the six types of participation listed below by frequency of use in your classroom. Assign 1 to the type of participation used most frequently, 2 to the type used next most frequently, and so on for all six options.

Type of Participation	Rank Order by Frequency of Use
a. Pairs or small groups of students practice skills together	_____
b. Small groups participate in discussion and problem solving	_____
c. Use of simulated learning situations (e.g., games, role playing)	_____
d. Through planning and evaluating their educational experiences	_____
e. Through one-to-one instructional interaction with teacher	_____
f. Through use of programmed materials	_____

30. Is an aide currently assigned to your ABE classroom?

1( ) Yes

2( ) No

<u>If no aide</u>, <u>skip to question 35</u>.

31. (If aide), is your current aide

1( ) A volunteer

2( ) A paid paraprofessional

3( ) Other (specify)_____

_____

31. (If aide), how do you currently use your aide?

1( ) Mostly as co-teacher

2( ) Mostly tutors individuals

3( ) Mostly performs non-teaching tasks

4( ) Other (specify)_____

_____

32. (If aide) what proportion of your aide's time should be spent performing the following duties?

Aide Duties	% of Time
a. Clerical	_____%
b. Housekeeping	_____%
c. Instructional	_____%
d. Counseling	_____%
e. Recruiting	_____%
f. Childcare	_____%
Total:	100%

33. (If aide), what proportion of your aide's instructional time should be spent working with students in the following ways (if the aide should perform an instructional role)?

Aide Instructional Roles	% of Time
a. Individual tutoring	_____%
b. Working with small groups	_____%
c. Teaching class as a whole	_____%
d. Other (specify)_____	
_____	_____%
Total:	100%

32. (If aide), how do you currently use your aide?

1( ) Mostly as co-teacher

2( ) Mostly tutors individuals

3( ) Mostly performs non-teaching tasks

4( ) Other (specify)_____

_____

33. (If aide), what proportion of your aide's time is normally spent performing the following duties?

Aide Duties	% of Time
a. Clerical	_____%
b. Housekeeping	_____%
c. Instructional	_____%
d. Counseling	_____%
e. Recruiting	_____%
f. Childcare	_____%
Total:	100%

34. (If aide), what proportion of your aide's instructional time is normally spent working with students in the following ways (if the aide performs an instructional role)?

Aide Instructional Roles	% of Time
a. Individual tutoring	_____%
b. Working with small group	_____%
c. Teaching class as a whole	_____%
d. Other (specify)_____	
_____	_____%
Total:	100%

34. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How important should helping students with personal and vocational problems be in your role as teacher?

Not Important				Very Important
1	2	3	4	5

35. Is an independent learning center or similar self-instructional facility available to your ABE students?

1( ) Yes

2( ) No

(If no, skip to Question 38)

36. What part should an independent learning center or similar facility play in the instruction of your students? (Check all that apply)

( ) None

( ) Provide remedial work for students referred by me

( ) Provide diagnostic services for new ABE students

( ) Provide instruction in designated content areas or skills as an integral part of curriculum

( ) Provide individualized services for students who request them

( ) Provide periodic testing of student achievement

( ) Provide the major counseling function for the ABE program

35. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How much emphasis do you give to helping students with personal and vocational problems?

Little or No Emphasis				Great Emphasis
1	2	3	4	5

36. Is an independent learning center or similar self-instructional facility available to your ABE students?

1( ) Yes

2( ) No

(If no, skip to Question 38)

37. What part does the independent learning center or similar facility play in the instruction of your students? (Check all that apply)

( ) None

( ) Provide remedial work for students referred by me

( ) Provide diagnostic services for new ABE students

( ) Provide instruction in designated content areas or skills as an integral part of curriculum

( ) Provide individualized services for students who request them

( ) Provide periodic testing of student achievement

( ) Provide the major counseling function for the ABE program

37. How should the student's work in the learning center be planned? (Check one)

1( ) Student's work prescribed by me

2( ) Student's work prescribed by counselor

3( ) Student's work prescribed by center instructor or coordinator

4( ) Conference of teacher, center coordinator, and/or counselor

5( ) Student's work prescribed by the student

38. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis should be placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis				Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5
b. Group students with similar problems or interests together	1	2	3	4	5
c. Send students to independent learning center or similar facility	1	2	3	4	5
d. Make individual reading, writing, or math assignments	1	2	3	4	5
e. Use programmed materials	1	2	3	4	5
f. Tutor outside classroom	1	2	3	4	5

38. How is the student's work in the learning center generally planned? (Check one)

1( ) Student's work prescribed by me

2( ) Student's work prescribed by counselor

3( ) Student's work prescribed by center instructor or coordinator

4( ) Conference of teacher, center coordinator, and/or counselor

5( ) Student's work prescribed by the student

39. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis do you place on each of the following instructional methods to accommodate differences among students?

	Little or No Emphasis				Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5
b. Group students with similar problems or interests together	1	2	3	4	5
c. Send students to independent learning center or similar facility	1	2	3	4	5
d. Make individual reading, writing, or math assignments	1	2	3	4	5
e. Use programmed materials	1	2	3	4	5
f. Tutor outside classroom	1	2	3	4	5

39. What patterns of student contact with the teacher should pertain in the ABE classroom? Assign 1 to the pattern of contact which should receive the most emphasis, 2 to the pattern which should receive next most emphasis, and so on for all five patterns of contact.

Pattern of Contact	Rank Order of Emphasis
a. Instructor rotates at random	_____
b. Instructor rotates among students according to a pre-established plan	_____
c. Instructor comes to student at student's initiative	_____
d. Student comes to instructor at instructor's initiative	_____
e. Student comes to instructor at student's initiative	_____

40. Have you had any in-service training specifically related to ABE?

1( ) Yes

2( ) No

41. Approximately how many days per year of in-service training (workshops, university courses, coaching by coordinator, etc.) do you feel you should have in order to maintain or enhance your performance as an ABE teacher?

_____days

- 16 -

40. What patterns of student contact with the teacher pertain in your ABE classroom? Assign 1 to the pattern of contact which you emphasize most, 2 to the pattern you emphasize the next most, and so on for all five patterns of contact.

Patterns of Contact	Rank Order of Emphasis
a. Instructor rotates at random	_____
b. Instructor rotates among students according to a pre-established plan	_____
c. Instructor comes to a student at student's initiative	_____
d. Student comes to instructor at instructor's initiative	_____
e. Student comes to instructor at student's initiative	_____

41. Have you had any in-service training specifically related to ABE?

1( ) Yes

2( ) No

42. Since September 1, 1974, approximately how many days have you spent in in-service training (workshops, university courses, coaching by coordinator, etc.)?

_____days

42. In-service education can take several forms. Indicate the emphasis which should be placed on each of the forms listed below by assigning the number 1 to the form which should be given greatest emphasis, number 2 to the form which should be given second greatest emphasis, and so on for all six forms listed.

Form of In-Service Education	Rank Order of Emphasis
a. Novice-master assignment	_____
b. Coaching by coordinator or supervisor	_____
c. Workshops and conferences conducted by your local ABE program	_____
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	_____
e. Participation in university courses (on or off campus)	_____
f. Visitation of other ABE classrooms	_____

43. In-service education can take several forms. Indicate the emphasis which is actually placed on each of the forms listed below by assigning the number 1 to the form given greatest emphasis, number 2 to the form given second greatest emphasis, and so on for all six forms listed.

Form of In-Service Education	Rank Order of Emphasis
a. Novice-master assignment	_____
b. Coaching by coordinator or supervisor	_____
c. Workshops and conferences conducted by your local ABE program	_____
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	_____
e. Participation in university courses (on or off campus)	_____
f. Visitation of other ABE classrooms	_____

43. Listed below are 16 topics which are often the focus of in-service education activities. Some of these topics may be important for your own professional development, others may not. On the basis of your own needs and interests, indicate (by circling the appropriate number) how much emphasis should be placed on each topic through organized in-service education activities.

Topics	Amount of Emphasis Desired: None				Great
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5
b. Differences in teaching adults and children	1	2	3	4	5
c. Philosophy of adult education	1	2	3	4	5
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5
f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5
g. Instructional materials and aides: selecting, adapting, and using	1	2	3	4	5
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5
i. Class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5
j. Counseling students in academic or personal matters	1	2	3	4	5
k. Working with aides and volunteers	1	2	3	4	5
l. Student recruitment and retention	1	2	3	4	5
m. Individualizing instruction	1	2	3	4	5
n. Improving human relations: teacher-student	1	2	3	4	5
o. Improving staff relationships	1	2	3	4	5
p. Teaching "coping" skills	1	2	3	4	5

- 18 -

43. Listed below are 16 topics which are often the focus of in-service education activities. Indicate the extent to which these topics have been dealt with in ABE in-service education activities which you have participated in.

Topics	Extent Topic Dealt With: None				Great
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5
b. Differences in teaching adults and children	1	2	3	4	5
c. Philosophy of adult education	1	2	3	4	5
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5
f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5
g. Instructional materials and aides: selecting, adapting and using	1	2	3	4	5
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5
i. Class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5
j. Counseling students in academic or personal matters	1	2	3	4	5
k. Working with aides and volunteers	1	2	3	4	5
l. Student recruitment and retention	1	2	3	4	5
m. Individualized instruction	1	2	3	4	5
n. Improving human relations: teacher-student	1	2	3	4	5
o. Improving staff relationships	1	2	3	4	5
p. Teaching "coping" skills	1	2	3	4	5

44. At the present time, how adequate is your preparation to teach in ABE?

1( ) Very adequate

2( ) Adequate

3( ) Inadequate

4( ) Very inadequate

45. All things considered, how satisfied are you with your present position as an ABE teacher? (Check one)

1( ) Very satisfied

2( ) Moderately satisfied

3( ) Dissatisfied

46. What is your sex?

1( ) Male

2( ) Female

47. What is your age?

( ) Years

48. Are you

1( ) Black/Afro-American

2( ) White/Caucasian

3( ) Other (specify)_____

_____

THANK YOU VERY MUCH!!

- 19 -

44. At the present time, how adequate is your preparation to teach in ABE?

1( ) Very adequate

2( ) Adequate

3( ) Inadequate

4( ) Very inadequate

45. All things considered, how satisfied are you with your present position as an ABE teacher? (Check one)

1( ) Very satisfied

2( ) Moderately satisfied

3( ) Dissatisfied

46. What is your sex?

1( ) Male

2( ) Female

47. What is your age?

( ) Years

48. Are you

1( ) Black/Afro-American

2( ) White/Caucasian

3( ) Other (specify)_____

_____

THANK YOU VERY MUCH!!

STATEWIDE PROGRAM EVALUATION

Student Questionnaire

DIRECTIONS FOR TEACHERS:

1. Distribute questionnaires to all students in your ABE class. If you teach more than one class, choose the one with the largest attendance. Do not administer during a class meeting at which there is extraordinarily poor attendance.

2. Please inform your students that a study is being conducted to help improve the program. The students themselves are not being evaluated, nor are they being asked to evaluate you. They are being asked to share their opinions by completing the questionnaire. The questionnaire is anonymous; students do not have to sign their names. All information in the study will be consolidated and reported for each merged area and the state as a whole. No student, teacher, or class will be identified in any report resulting from the study.

3. If necessary, read the questionnaire aloud. Help the students understand how to respond to questions requiring them to assign a rank order to their answers.

4. Please assist any students who are having difficulty completing the questionnaire or ask a more advanced student to do so. When assisting a student, please make a special effort to help him preserve the confidentiality of his responses.

5. After all students have completed the questionnaire, ask one student to collect them and seal the completed questionnaires in an envelope. Return the sealed envelope containing the completed questionnaires to your area ABE Coordinator as soon as possible.

Thank you for your help in making this important professional contribution to the improvement of the ABE program in Iowa.

STATEWIDE PROGRAM EVALUATION

Student Questionnaire

THIS QUESTIONNAIRE ASKS YOUR OPINION ABOUT YOUR ADULT EDUCATION CLASS. PLEASE SAY WHAT YOU REALLY THINK. YOU WILL BE HELPING TO IMPROVE THE PROGRAM BY ANSWERING THESE QUESTIONS CAREFULLY. YOU DO NOT HAVE TO SIGN YOUR NAME. NOBODY WILL KNOW WHO ANSWERED THIS QUESTIONNAIRE.

1. What have you learned in class that is of most importance to you? Number the following in order of importance. Put 1 by the most important, 2 by the next most important and so on for all six of the following: 1 - 2 ( )

   a. reading, writing and speaking _____ 3
   b. mathematics _____ 4
   c. health and nutrition _____ 5
   d. shopping, family budgets _____ 6
   e. job applications and job interviews _____ 7
   f. social and political issues _____ 8

2. Put a check mark by the one item above you would most like to learn more about in class. 9 ( )

3. Which of the following are most emphasized by the teacher in class? Number the following in order of emphasis. Put 1 by the most taught, 2 by the next most taught and so on for all six items:

   a. reading, writing, and speaking _____ 10
   b. mathematics _____ 11
   c. health and nutrition _____ 12
   d. shopping, family budgets _____ 13
   e. job applications and job interviews _____ 14
   f. social and political issues _____ 15

4. What is your most important reason for returning to school? Check one only.

a. improve job situation _____

b. earn high school diploma _____ 16

c. general self-improvement _____ ( )

d. help children with their schoolwork _____

e. improve knowledge of English language _____

f. meet interesting people _____

5. In what ways do you most like to learn? Number the following in order of importance. Put 1 by the way you most like, 2 by the way you like next, and so forth for all four of the following:

a. with all the students in the class as a whole _____ 17

b. in the class divided into small groups _____ 18

c. through self-study with teacher giving help as needed _____ 19

d. in the learning center _____ 20

6. What does the teacher do that helps you learn the most? Number the following in order of importance. Put 1 by the way the teacher helps most, 2 by the next helpful way and so forth for all five of the following:

a. by answering your questions _____ 21

b. by asking you questions _____ 22

c. by correcting your lessons _____ 23

d. by encouraging discussion of important problems _____ 24

e. by providing time for practice and drill _____ 25

7. Are you getting enough information about how well you are doing in class? 26

1( ) Yes

2( ) No

8. How well are you doing in class? (Check one) 27

1( ) Not very well

2( ) Fairly well

3( ) Well

4( ) Very well

5( ) Terrific

9. What annoys you most in class? Check the three items in the list below which are most annoying to you or to other students in your class. (If none of these are annoyances in your class, go on to the next question.)

a. New students entering or absent students returning to class _____ 28

b. Students can't get help when they need it _____ 29

c. Students are not treated as adults _____ 30

d. Some students too far ahead, others too far behind _____ 31

e. Materials are uninteresting _____ 32

f. Teacher is not clear _____ 33

g. Class goes too fast _____ 34

h. Class goes too slow _____ 35

i. Other students are not friendly _____ 36

j. Teacher is not fair or friendly _____ 37

10. Which would you like emphasized more in class? (Check one)

1( ) reading, writing mathematics 38

2( ) problems of everyday living

11. Would you like more class discussion about problems of jobs, consumer problems, health, family life, or public affairs?

1( ) Yes 39

2( ) No

12. Is it clear to you how long it will take to reach your educational goals through this programs? (Check one)

1( ) Yes 40

2( ) Not sure

3( ) No

13. Have you had a chance to talk to a guidance counselor since you entered this program?

1( ) Yes 41

2( ) No

If you answered yes, which of the following did you discuss with the counselor? (Check all those discussed)

a. your class work _____ 42

b. job-related matters _____ 43

c. how to reach your educational goals _____ 44

d. family matters or financial problems _____ 45

14. What is your age?

_____yrs. 46-47

15. What is your sex?

1( ) Male

2( ) Female

48

16. Is your community (Check one)

1( ) Urban

2( ) Rural

3( ) Suburban

49

THANK YOU !

STATEWIDE PROGRAM EVALUATION

Adult Education Director's Questionnaire

THESE QUESTIONS PERTAIN TO THE ABE PROGRAM OPERATING IN YOUR MERGED AREA

1. In what ways are you most directly involved in the ABE program? (Circle appropriate number)

	No Involvement				Great Involvement
a. Selection of ABE coordinator	1	2	3	4	5
b. Selection of ABE teachers	1	2	3	4	5
c. Work with ABE area advisory committee	1	2	3	4	5
d. ABE curriculum development and instruction	1	2	3	4	5
e. Student recruitment for ABE classes	1	2	3	4	5
f. ABE staff development	1	2	3	4	5
g. Supervision of ABE fiscal management	1	2	3	4	5
h. Liaison between the ABE program and community groups and organizations	1	2	3	4	5
i. Other (specify)_____					
_____	1	2	3	4	5

2. Do you feel you should have greater involvement in any of the areas specified above? If so, underline the item(s) in which you would prefer to have a greater involvement than you do now.

3. How many times since September 1, 1974, have you conferred with the ABE coordinator about ABE program plans and problems?

_____

4. What proportion of your time as Director of Adult Education is devoted to the ABE program?

_____%

5. How many times since September 1, 1974, have you been visited by a DPI representative to discuss the ABE program?

_____

Would you prefer more frequent visits to discuss the ABE program?

_____Yes _____No

6. What are the most valuable services to be derived from a visit by a DPI representative?

	Little Value				Great Value
a. monitoring established DPI guidelines	1	2	3	4	5
b. program development assistance	1	2	3	4	5
c. interpreting and supporting work of ABE coordinator	1	2	3	4	5
d. assisting in staff development	1	2	3	4	5
e. providing information on current developments in other merged areas	1	2	3	4	5

7. How frequently do you receive written reports pertaining to the ABE program from the coordinator?

no regular written reports	_____
monthly	_____
quarterly	_____
semi-annually	_____
annually	_____
other (specify)_____	_____

8. How would you assess the general excellence of the ABE program in your merged area compared to others in Iowa? (Check one)

   a. Among the top 10 percent _____

   b. Better than most _____

   c. About average _____

   d. Somewhat below average _____

   e. Among the bottom 10 percent _____

9. How would you describe the degree of public awareness of the ABE program in your merged area:

Little or No Awareness				Great Awareness
1	2	3	4	5

10. What proportion of your total adult education budget is allocated to each of the following programs (exclusive of released impounded funds):

   a. General Adult Continuing Education _____ %

   b. ABE _____ %

   c. Career Supplementary Education _____ %

   d. Other _____ %

   Total: 100%

11. In each box below, indicate the areas of decision-making which are the responsibility of the State DPI, the ABE coordinator, and yourself. For the functions designated in the left column, write the appropriate number(s) of the Areas of Decision-Making listed below the matrix in each box.

Functions	State DPI	ABE Coordinator	Adult Education Director
Recruiting Students			
Staffing			
Instruction			
Staff In-Service Training			
Collaboration/ Cooperation with Community Agencies			

Areas of Decision-Making

No. 1 = Setting Standards
No. 2 = Identifying Problems
No. 3 = Identifying Resources
No. 4 = Consulting on Decision-Making
No. 5 = Making Decisions
No. 6 = Assessing Effectiveness of Decisions

12. In your opinion how supportive of the ABE program has DPI been?

Not Supportive				Highly Supportive
1	2	3	4	5

13. What formal preparation have you had in adult education? (Check one)

1( ) Completed graduate degree in adult education

2( ) Working on graduate degree in adult education

3( ) Completed one or more college or university credit courses in adult education

4( ) No formal training in adult education

14. How active are you in adult education professional associations?

1( ) Very active (e.g., usually attend meetings)

2( ) Moderately active (e.g., attend some meetings)

3( ) Member--not active

4( ) Not a member

15. To which of the following adult education professional associations do you belong? Place a checkmark in the appropriate blanks below.

Iowa Association of Lifelong Learning	_____
NAPCAE	_____
AEA	_____
MVAEA	_____
Other (specify)_____	
_____	_____

16. As you look ahead to the next five years or so, how central is adult education to your career plans?

Not Central				Very Central
1	2	3	4	5

17. What do you see as the two or three major problems of the ABE program in your merged area?

THANK YOU !

STATEWIDE PROGRAM EVALUATION

Learning Center Director Questionnaire

THESE QUESTIONS ARE BEING ASKED OF PERSONS WHO ARE DIRECTLY RESPONSIBLE AT EACH LEARNING CENTER AS PART OF A STATEWIDE EVALUATION OF THE OVER-ALL ADULT BASIC EDUCATION PROGRAM OPERATED THROUGH IOWA'S AREA SCHOOLS. YOUR COOPERATION IN COMPLETING THIS BRIEF QUESTIONNAIRE IS APPRECIATED.

1. What part should and does the learning center play in the over-all area school ABE program? Check as appropriate.

	Should	Does
a. Provide remedial work for students referred by ABE staff	____	____
b. Provide diagnostic services for new ABE students	____	____
c. Provide instruction in designated content areas or skills as an integral part of curriculum	____	____
d. Provide individualized services for students who request them	____	____
e. Provide periodic testing of student achievement	____	____
f. Provide the major counseling function for the ABE program	____	____
g. Other (specify)_____		
_____	____	____

2. What proportion of your learning center participants are ABE students?

_____%

3. How many ABE students have participated in your learning center program since September 1st, 1974?

_____No. Students

4. What was the average number of contact hours each of these ABE students had with the learning center since September 1st, 1974?

_____Av. No. Hours

5. What degree of coordination between learning center staff and ABE staff has characterized the planning and utilization of your center's resources?

Little or No Coordination				Frequent Close Coordination
1	2	3	4	5

6. How many times since September 1st have ABE staff members conferred with center staff regarding ABE program needs and problems?

_____ No. discussions

7. Have you or have members of the center staff participated in the orientation of ABE staff to the use of the learning center within the past year?

_____ Yes _____ No

8. Approximately what proportion of your ABE students enter the center from each of the following sources:

a.	Referral by the ABE coordinator	_____%
b.	Referral by ABE teachers	_____%
c.	Referral by college counselors	_____%
d.	Referral by other institutions, agencies and organizations	_____%
e.	Referral by business and industry	_____%
f.	Referral by public schools	_____%
g.	Referral by paid recruiters	_____%
h.	Referral by other Center students	_____%
i.	Self-selection by students	_____%
j.	Other (specify)_____	_____%
	Total:	100%

9. What proportion of the learning center budget is contributed by federal Title III ABE funds?

_____%

10. How is the ABE student's work in the learning center generally planned? (Check one)

a. Student work prescribed by ABE teacher _____

b. Student work prescribed by counselor _____

c. Student work prescribed by you or your center staff _____

d. Student work prescribed by ABE staff and center staff _____

e. Student work prescribed by student _____

f. Other (specify) _____

_____ _____

11. Are there any special problems inherent in the nature of the ABE program which have inhibited its optimal use of the learning center?

_____ Yes _____ No

11a. If there are special problems, please specify:

_____

_____

_____

_____

_____

_____

THANK YOU !

STATEWIDE PROGRAM EVALUATION

DPI Representative Questionnaire

1. What proportion of your time is devoted to the ABE program?

Office work	_____	Percent
Field work	_____	Percent
Non-ABE work	_____	Percent
	100	Percent

2. Since September 1, 1974, how many field visits have you made to discuss educational matters with ABE Coordinators and/or Adult Education Directors in their merged areas?

Official	No. of Merged Areas Visited
ABE Coordinator	_____
Adult Education Director	_____

3. How many ABE Coordinators have you visited in their merged areas more than once since September 1, 1974?

	No. Coordinators Visited
More than one trip	_____
More than three trips	_____
More than five trips	_____

4. How many times since September 1, 1974 have you attended meetings of all or most ABE Coordinators _____ and/or Adult Education Directors _____?

5. What are the most valuable services to be derived from a visit by a DPI representative?

	Little Value				Great Value
a. monitoring established DPI guidelines	1	2	3	4	5
b. program development assistance	1	2	3	4	5
c. interpreting and supporting work of ABE coordinator	1	2	3	4	5
d. assisting in staff development	1	2	3	4	5
e. providing information on current developments in other merged areas	1	2	3	4	5

6. How frequently does DPI receive written reports pertaining to the ABE program from the area Coordinator?

monthly _____

quarterly _____

semi-annually _____

other (specify: _____) _____

7. Is current ABE enrollment in Iowa as high as budgetary resources permit?

( ) Yes

( ) No

8. On the average, about how many hours does the typical staff member in a merged area spend on recruitment each week?

Staff Category	Hours per Week
Teacher	_____
Aide (paraprofessional)	_____
Counselor	_____
ABE Coordinator	_____
Director of Adult Education	_____
Other (specify: _____	
_____	_____

9. What is your estimate of the annual rate of ABE teacher turnovers in Iowa?

_____%

10. How important to the ABE program are aides and volunteers?

Unimportant				Very Important
1	2	3	4	5

11. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis is placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis				Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5
b. Group students with similar problems or interests together	1	2	3	4	5
c. Send students to independent learning center or similar facility	1	2	3	4	5
d. Make individual reading, writing, or math assignments	1	2	3	4	5
e. Use programmed materials	1	2	3	4	5
f. Tutor outside classroom	1	2	3	4	5

12. In addition to performing an instructional role, teachers may help students with personal and vocational problems. In your program, how important is it for teachers to help students with personal and vocational problems?

Not Important				Very Important
1	2	3	4	5

13. What is the most common use an independent learning center or similar facility plays in the instruction of your students? Rank order frequency of use by numbering the most important 1, least important 5.

a. Provides remedial work for students referred by teacher _____

b. Provides diagnostic services for new ABE students _____

c. Provides instruction in designated content areas or skills as an integral part of curriculum _____

d. Provides individualized services for students who request them _____

e. Provides periodic testing of student achievement _____

14. For each staff category that follows, what is the proportion of the total in that category who attended an in-service workshop, university course, or conference during the past year?

Staff Category	Percentage That Attended
a. Teachers and Counselors	_____
b. Aides	_____
c. Coordinators	_____
d. Others (specify: _____)	_____

15. What criteria are used to select participants for in-service education (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

_____

_____

_____

16. In-service education can take several forms. Rank order the forms listed below according to the degree of emphasis they are given in your program in Iowa. Number the most important 1, the least important 6.

	Rank Order of Emphasis
a. Novice-master assignment	_____
b. Coaching by coordinator or supervisor	_____
c. Workshops and conferences conducted by your local ABE program	_____
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	_____
e. Participation in university courses (on or off campus)	_____
f. Visitation of other ABE classes	_____

17. On the average, how many days do persons in each staff category devote to participation in in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	First Year	Subsequent Years
a. Teachers and Counselors	_____days	_____days
b. Aides	_____days	_____days
c. Coordinators	_____days	_____days
d. Directors	_____days	_____days
e. Others (specify:_____		
_____	_____days	_____days

18. Do aides receive pre-service or in-service training?

( ) Yes

( ) No

If yes, do teachers and aides attend these training sessions together?

( ) Yes

( ) No

19. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities sponsored by or provided for your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column (all 16 items) to indicate your estimate of the priority of need for most ABE teachers in your program at the present time.

In-Service Topics	Past Emphasis on In-Service Education (None → High)					Current Priority for In-Service Need (Low → High)				
a. ABE program orientation: Objectives, procedures, current developments, plans, reports	1	2	3	4	5	1	2	3	4	5
b. Differences in teaching adults and children	1	2	3	4	5	1	2	3	4	5
c. Philosophy of adult education	1	2	3	4	5	1	2	3	4	5
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	1	2	3	4	5
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5	1	2	3	4	5
f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5	1	2	3	4	5
g. Instructional materials and aides: selecting, adapting, and using	1	2	3	4	5	1	2	3	4	5
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	1	2	3	4	5
i. Class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5	1	2	3	4	5

19. (Continued)

	Past Emphasis on In-Service Education					Current Priority for In-Service Need				
	None				High	Low				High
j. Counseling students in academic or personal matters	1	2	3	4	5	1	2	3	4	5
k. Working with aides and volunteers	1	2	3	4	5	1	2	3	4	5
l. Student recruitment and retention	1	2	3	4	5	1	2	3	4	5
m. Individualizing instruction	1	2	3	4	5	1	2	3	4	5
n. Improving human relations: teacher-student	1	2	3	4	5	1	2	3	4	5
o. Improving staff relationships within ABE	1	2	3	4	5	1	2	3	4	5
p. Teaching "coping" skills	1	2	3	4	5	1	2	3	4	5

20. To what extent has each of the following been an important outcome of in-service education? Rank order by assigning 1 to the outcome which has been achieved to the greatest extent, 5 to the outcome which has been achieved to the least extent.

Outcomes of In-Service Education	Rank Order
a. Improved human relations skills and sensitivities	_____
b. Better selection, organization, and evaluation of content	_____
c. More effective individualization of instruction	_____
d. Greater effectiveness in recruiting and orienting new students	_____
e. Higher staff morale	_____

21. How great a priority does the ABE program in Iowa place on the development of collaborative relationships within local communities?

Minimal Priority				Great Priority
1	2	3	4	5

22. Have ABE staff experienced any major conflict or problems in working with other organizations that co-sponsor classes or refer students?

( ) Yes

( ) No

23. (If yes), describe the major problems in working relationships and why they seem to occur.

24. During the past year, to what extent has the ABE program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

Little or No Extent				Great Extent
1	2	3	4	5

25. How important to your program in Iowa is each of the following agencies as a co-sponsor or source of student referral? (Circle appropriate number)

	Importance		
	Low	Medium	High
a. Social service	1	2	3
b. Public and private schools	1	2	3
c. Public health organizations	1	2	3
d. CAP agencies	1	2	3
e. Employment agencies	1	2	3
f. Churches	1	2	3
g. Business and industry	1	2	3
h. Institutions (county homes, hospitals)	1	2	3
i. University extension	1	2	3

26. Co-sponsored classes may terminate for any number of reasons. Rank the following reasons for terminating according to their frequency in the ABE program by writing 1 in the space next to the most frequent reason for termination, 2 next to the second most frequent reason, and so on for all reasons listed. Add any other reasons why co-sponsored classes are terminated in your program.

Reason for Termination	Rank in Order of Frequency
a. Enrollment declines below the minimum needed to continue class	_____
b. The educational needs of the co-sponsor are met and classes are no longer needed	_____
c. A teacher cannot be found to instruct the class	_____
d. The co-sponsor makes demans on the program that are too costly to meet	_____
e. Other (specify: _____	
_____	_____

27. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below influences the goals and priorities of the ABE program in Iowa.

Factor	Influence on Goals and Priorities: Little or None				Great
a. State ABE plan	1	2	3	4	5
b. General population characteristics	1	2	3	4	5
c. Expectations of the students	1	2	3	4	5
d. Relations with community college/ voc.-tech. system	1	2	3	4	5
e. GED exam	1	2	3	4	5
f. Expectations of community	1	2	3	4	5

28. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis actually placed on them by writing 1 in the space next to the most important goal, 2 next to the second most important goal, and so on for all six goals.

ABE Goals	Rank in Order of Importance
a. Increased self-confidence of students	_____
b. Completion of 8th grade certificate	_____
c. Increased competency in language and computational skills	_____
d. Preparation for high school equivalency exam	_____
e. Increased ability to cope with adult-life roles and problems	_____
f. Prepare students to meet special short-term goals (e.g., prepare for civil service exam)	_____

29. In each box below, indicate the areas of decision-making which are the responsibility of the State DPI, the ABE Coordinator and the Adult Education Director. For the functions designated in the left column, write the appropriate number(s) of the Areas of Decision-Making listed below the matrix in each box.

Functions	State DPI	ABE Coordinator	Adult Education Director
Recruiting Students			
Staffing			
Instruction			
Staff In-Service Training			
Collaboration/ Cooperation with Community Agencies			

Areas of Decision-Making

No. 1 = Setting Standards
No. 2 = Identifying Problems
No. 3 = Identifying Resources
No. 4 = Consulting on Decision-Making
No. 5 = Making Decisions
No. 6 = Assessing Effectiveness of Decisions

30. Which are the five most innovative ABE programs with which you are familiar in the merged areas?

Merged Area

a. _____

b. _____

c. _____

d. _____

e. _____

31. What formal preparation have you had in adult education? (Check one)

1( ) Completed graduate degree in adult education

2( ) Working on graduate degree in adult education

3( ) Completed one or more college or university credit courses in adult education

4( ) No formal training in adult education

32. How active are you in adult education professional associations?

1( ) Very active (e.g., usually attend meetings)

2( ) Moderately active (e.g., attend some meetings)

3( ) Member--not active

4( ) Not a member

33. To which of the following adult education professional associations do you belong? Place a checkmark in the appropriate blanks below.

Iowa Association of Lifelong Learning _____

NAPCAE _____

AEA _____

MVAEA _____

Other (specify:_____

_____ _____

34. As you look ahead to the next five years or so, how central is adult education to your career plans?

Not Central				Very Central
1	2	3	4	5

35. What do you see as the two or three major problems of ABE in the merged areas?

STATEWIDE PROGRAM EVALUATION

Co-Sponsor Questionnaire

DIRECTIONS FOR ABE COORDINATOR:

The Co-sponsor Questionnaire should be sent to each organization with which your ABE program co-sponsors classes. It is suggested that you use the following procedure.

1. Identify the person within the organization who was most responsible for establishing the co-sponsorship and/or is most familiar with the classes.

2. Write a cover letter (it can be a form letter) explaining the nature of the study and encouraging the respondent to answer the questionnaire.

3. Send (or otherwise deliver) the questionnaire to the respondent along with a self-addressed envelope.

4. If a respondent does not return the questionnaire promptly, send him another along with a reminder.

5. Collect all completed questionnaires and return them to Don McGuire at DPI.

STATEWIDE ABE PROGRAM EVALUATION

Co-Sponsor Questionnaire

Directions:

This questionnaire should be completed by the person in your organization who is most familiar with the classes that you co-sponsor with the ABE program. Your responses will be kept confidential. Completed questionnaires will be forwarded in the enclosed sealed envelope for data processing at Columbia University in New York City. 1 - 2 ( )

1. What is the title of your organization?

2. What is your organization's business, purpose, or function? 3

3. To what extent were you personally involved in establishing ABE classes in your organization?

I was not Involved				I was Involved to a Great Degree	
1	2	3	4	5	4

4. To what extent does your organization become involved in the day-to-day operation of ABE classes?

Is not Involved				Is Involved to a Great Degree	
1	2	3	4	5	5

5. How did your organization determine that it needed ABE classes? (Check as many as apply)

_____An investigation of employee or membership records indicated a large number of undereducated adults. 6

_____My organization's employees, membership, or clients requested ABE classes. 7

_____My organization felt a need to upgrade employee skills. 8

_____My organization contains a significant number of non-English speaking adults. ABE was needed to facilitate communication. 9

_____My organization had not considered ABE, but the ABE director or his representative convinced us that it was a good idea. 10

_____Other (specify) 11

6. Very briefly, how did your organization first learn of the ABE program? 12

7. (If an employer) do you offer your employees released time from work with pay to attend ABE classes?

_____Yes 13

_____No

_____Does not apply

8. How successful have ABE classes been in accomplishing any of the following for your organization?

	Not Important for our Organization	ABE Classes Have Had No Success			ABE Classes Have Been a Great Success		
Upgrading employee, member, or client skills	_____	1	2	3	4	5	14
Increasing employee, client, or membership proficiency in speaking English	_____	1	2	3	4	5	15
Increasing morale and building an esprit de corps among your membership, clients, or employees	_____	1	2	3	4	5	16
Affording membership, clients, or employees the opportunity to rise within your organization	_____	1	2	3	4	5	17

9. In what ways has the ABE program most benefited your organization (list)? 18

10. Have there been any significant drawbacks to co-sponsoring classes with the ABE program? 19

_____Yes _____No

11. If yes, please list: 20

12. When problems arise concerning ABE classes, whom do you usually contact?

_____The ABE Coordinator 21

_____The Teacher

_____The Adult Education Director

_____Other (specify)_____

13. In general, how satisfied with the ABE classes are the adults from your organization who participate in them?

Unsatisfied			Very Satisfied			
1	2	3	4	5	_____	I have no adequate knowledge of their Satisfaction 22

14. When you decided to provide basic education classes for your membership, employees, or clients, why did you choose the ABE program (check as many as necessary)?

_____Belief that the ABE program is the best available program providing basic education in our community. 23

_____The ABE program provides its service free of charge. 24

_____The ABE program was the only basic education program that we knew about. 25

_____Our membership (clients, employees) wanted the ABE program. 26

_____Other (specify)_____ 27

15. Additional comments:

THANK YOU !